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of the California State University

UNITED STATES DISTRICT COURT  
CENTRAL DISTRICT OF CALIFORNIA

TARIKH DEMEKPE,

Plaintiff,

vs.

BOARD OF TRUSTEES OF THE  
CALIFORNIA STATE  
UNIVERSITY,

Defendant.

Case No. CV11-1177 DDP (MLG)

Date: November 21, 2011

Time: 10:00 a.m.

Courtroom: 3

Judge: Hon. Dean D. Pregerson

**DEFENDANT CSU'S EXHIBITS IN  
SUPPORT OF MOTION FOR  
SUMMARY JUDGMENT**

**[VOLUME I – EXHIBITS 1 – 25]**

Date of Filing: February 23, 2011

Trial Date: Not Set

Defendant CSU submits the following exhibits in support of its motion for summary judgment. Volume I contains Exhibits 1 – 25. Volume II contains Exhibits 26 – 50. Volume III contains Exhibits 51 - 65. The authenticating declarations are filed separately.

CALIFORNIA STATE UNIVERSITY  
OFFICE OF GENERAL COUNSEL

Dated: October 17, 2011



Susan Westover

Attorney for Defendant Board of Trustees of the  
California State University

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THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR

September 8, 2008

BAKERFIELD

CLARK COUNTY

CHICO

DOMINGUEZ PUEBLO

FRESNO

GREENSBORO

HUNTERDON

IRVING

LONG BEACH

LOS ANGELES

MARTINEZ

MONTICELLO

NEWARK

ORANGE

POSDEN

REDAWOOD

SAN JOSE

SAN LUIS OBISPO

STANFORD

TRINITY

UNIVERSITY

YUBA

YUCATA

**MEMORANDUM**

**TO:** CSU Presidents

**FROM:** Charles B. Reed  
Chancellor

**SUBJECT:** Grading Symbols, Minimum Standards  
Governing the Assignment of Grades,  
Policies on the Repetition of Courses,  
Policies on Academic Renewal, and  
Grade Appeals — Executive Order No. 1037

Attached is a copy of Executive Order No.1037 including policies on grading symbols, minimum standards governing the assignment of grades, academic renewal, and grade appeals; modifications to the policies on course withdrawals; and new policies on the repetition of courses.

Consolidating policies that were earlier detailed in three executive orders (792, 320, and 213), the new executive order is designed to facilitate a student's graduation through changes in policies on course withdrawals and course repeats.

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

If you have questions regarding this executive order, please call Dr. James Blackburn, Director of Enrollment Management Services at 562-951-4726, or Dr. Lorie Roth, Assistant Vice Chancellor, Academic Programs, at 562-951-4779.

CBR/nw

Attachment

cc: Executive Staff, Office of the Chancellor  
Provosts/Vice Presidents, Academic Affairs  
Vice Presidents, Student Affairs



**Executive Order No. 1037**

**THE CALIFORNIA STATE UNIVERSITY  
Office of the Chancellor  
401 Golden Shore  
Long Beach, California 90802-4210  
(562) 951-4726**

**Executive Order:** 1037  
**Effective Date:** August 1, 2009  
**Supersedes:** Executive Order Nos. 792, 320, and 213  
**Title:** **Grading Symbols, Minimum Standards  
Governing the Assignment of Grades,  
Policies on the Repetition of Courses,  
Policies on Academic Renewal, and Grade Appeals**

This executive order is issued pursuant to Sections 40104 and 40104.1 of Title 5 of the California Code of Regulations and Chapter III, Sections 1 and 2 of the Standing Orders of the Board of Trustees of The California State University and is effective with the Fall 2009 academic term (semester or quarter).

This executive order establishes administrative grading symbols, minimum standards governing the assignment of grades, policies on the repetition of courses, policies on academic renewal, and provisions for appeal to ensure that the rights and responsibilities of faculty and students are properly recognized and protected.

***A. Administrative Grading Symbols***

The administrative grading symbols AU, I, IC, RD, RP, W, and WU along with the definitions, rules, and procedures governing their application shall be utilized as circumstances require on all California State University campuses. Use of the symbols AU and RD are optional with each campus, except that where utilized, the definition and circumstances of application shall be as provided herein. No other grading symbols except the traditional grades of A, B, C, D, or F; or the non-traditional grades of A, B, C, NC; or CR-NC (where specifically authorized) shall be employed without the express prior approval of the Executive Vice Chancellor and Chief Academic Officer. To the extent permitted by Section 40104.1 of Title 5 of the California Code of Regulations, each campus may use plus and minus designations in combination with traditional letter grades of A, B, C, and D.

1. **AU (Audit).** The following catalog statement reflects the minimum requirements for enrollment as an auditor. Authority to permit enrollment in this status rests with each campus. When audit status is permitted, students may not change from credit to audit

later than the census date for the term for which the student is enrolled in the course for which such grades are to be awarded. If enrollment as an auditor is permitted, the following statement together with any further campus requirements shall appear in the campus catalog:

Enrollment as an auditor is subject to permission of the instructor provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested no later than the last day to add classes in that term. A student who is enrolled for credit may not change to audit after the \_\_\_\_\_ week of instruction. (Insert appropriate number for campus.)

**2. I (Incomplete Authorized).** The "I" symbol shall be used only when the faculty member concludes that a clearly identifiable portion of course requirements cannot be met within the academic term for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses. In such cases, use of the "RP" symbol is required. The conditions for removal of the Incomplete shall be reduced to writing by the instructor and given to the student with a copy placed on file with the appropriate campus officer until the Incomplete is removed or the time limit for removal has passed.

A student may not re-enroll in a course for which he or she has received an "I" until that "I" has been converted to a grade other than "I"; e.g., A-F, IC.

An Incomplete shall be converted to the appropriate grade or symbol within one year following the end of the term during which it was assigned provided, however, an extension of the one-year time limit may be granted by petition for contingencies such as intervening military service and serious health or personal problems. Where campus policy requires assignment of final grades on the basis of numerous demonstrations of competency by the student, it may be appropriate for a faculty member to submit a letter grade to be assigned in the event the Incomplete is not made up within one year. If the Incomplete is not converted to a credit-bearing grade within the prescribed time limit, or any extension thereof, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned another grade in accordance with campus policy.

The following statement shall appear in the campus catalog:

The symbol "I" (Incomplete Authorized) indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of

earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.

An "I" must normally be made up within one calendar year immediately following the end of the term during which it was assigned.

This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student's record after the calendar year deadline.

**3. IC (Incomplete Charged).** The "IC" symbol may be used when a student who received an authorized incomplete "I" has not completed the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade for grade point average and progress point computation.

**4. RD (Report Delayed).** The "RD" symbol may be used where a delay in the reporting of a grade is due to circumstances beyond the control of the student. The symbol may be assigned by the registrar only and, if assigned, shall be replaced by a substantive grading symbol as soon as possible. An "RD" shall not be used in calculating grade point average or progress points. Although no catalog statement is required, whenever the symbol is employed, an explanatory note shall be included in the transcript legend. The registrar shall notify both the instructor of record and the department chair within two weeks of the assignment of RD grades.

**5. RP (Report in Progress).** The "RP" symbol shall be used in connection with thesis, project, and similar courses in which assigned work frequently extends beyond a single academic term and may include enrollment in more than one term. The "RP" symbol shall be replaced with the appropriate final grade within one year of its assignment except for master's thesis enrollment, in which case the time limit shall be established by the appropriate campus authority. The president or designee may authorize extension of established time limits.

The following statement shall appear in the campus catalog:

The "RP" symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses. (Insert campus statement describing the time limit for theses.)

**6. W (Withdrawal).** Withdrawal from a course (or courses) may be permitted, without restriction or penalty, during a time period established by the campus. However, this time period shall not extend beyond the census date. No symbol need be recorded in such instances. In connection with all other approved withdrawals, the "W" symbol shall be used.

**6.a.** Undergraduate students may withdraw from no more than 18 semester-units (27 quarter-units).

**6.b.** Campuses may elect to be more restrictive on withdrawals than the maxima listed above.

**6.c.** The limits apply only to units attempted at the campus.

**6.d.** Withdrawals after the census date and prior to the last twenty percent of instruction may be assigned only for serious and compelling reasons. Permission to withdraw during this time shall be granted only with the approval of the instructor and the department chair and/or dean as described by campus policy. All requests to withdraw under these circumstances and all approvals shall be documented as prescribed by the campus. The requests and approvals shall state the reasons for the withdrawal. Records of such approvals shall be maintained in accordance with the campus record retention policy.

**6.e.** Withdrawals shall not be permitted during the final twenty percent of instruction except in cases, such as accident or serious illness, where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an Incomplete is not practicable. Withdrawals of this sort may involve total withdrawal from the campus or may involve only one course, except that course grade and credit or an Incomplete may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made. Requests for permission to withdraw under these circumstances shall be handled and filed as indicated in the preceding paragraph, except that such requests must also be approved by the academic administrator appointed by the president to act in such matters. Such withdrawals will not count against maximums provided for in 6.a.

A "W" shall not be used in calculating grade point average or progress points.

The following statement shall appear in the campus catalog:

The symbol "W" indicates that the student was permitted to withdraw from the course after the \_\_\_\_\_ (day/week) of instruction with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.

In addition to this statement, the campus catalog shall include a description of the procedures to be followed in withdrawing from a class or from the campus. Such procedures shall be consistent with all applicable provisions of this executive order.

**6.f. WU (Withdrawal Unauthorized).** The symbol "WU" shall be used where a student, who is enrolled on the census date, does not officially withdraw from a course but fails to complete it. Its most common use is in those instances where a student has not completed sufficient course assignments or participated in sufficient course activity to make it possible, in the opinion of the instructor, to report satisfactory or unsatisfactory completion of the class by use of the letter grade (A-F). The instructor shall report the last known date of attendance by the student. The symbol "WU" shall be identified as a failing grade in the transcript legend and shall be counted as units attempted but not passed in computing the grade point average. In courses which are graded Credit/No Credit or in cases where the student has elected Credit/No Credit evaluation, use of the symbol "WU" is inappropriate and "NC" shall be used instead. The following statement shall appear in the campus catalog:

The symbol "WU" indicates that an enrolled student did not withdraw from the course and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average and progress point computation this symbol is equivalent to an "F."

If local campus policy prescribes other instances where this symbol may be used, the foregoing statement shall be extended to cover such instances.

#### ***B. Repetition of Courses***

1. Undergraduate students may repeat courses only if they earned grades lower than a C.
2. Course Repeats with "Grade Forgiveness" (Grade forgiveness is the circumstance in which the new grade replaces the former grade in terms of the calculation of GPA, etc.):
  - 2.a. Undergraduate students may repeat up to 16 semester-units (24 quarter-units) with grade forgiveness.
  - 2.b. Undergraduate students may repeat an individual course for grade forgiveness no more than two times.

2.c. Grade forgiveness shall not be applicable to courses for which the original grade was the result of a finding of academic dishonesty.

3. Course Repeats with "Grades Averaged":

Campuses may permit undergraduate students to repeat an additional 12 semester-units (18 quarter-units), i.e., units in addition to the 16 semester-units (24 quarter-units) for which grade "replacement" is permitted. In such instances the repeat grade shall not replace the original grade; instead both grades shall be calculated into the student's overall grade-point average.

4. Campuses may elect to be more restrictive on course repeats than the maxima listed above.

5. The limits apply only to units completed at the campus.

**C. Academic Renewal**

1. Under certain circumstances, a campus of the university may disregard up to two semester or three quarters of previous undergraduate coursework taken at any institution from all considerations associated with the requirements for a baccalaureate degree.

These circumstances are:

1.a. The student has formally requested such action and presented evidence that substantiates that the work in question is substandard and not representative of her/his current scholastic ability and/or performance level, and

1.b. The previous level of performance was due to extenuating circumstances, and

1.c. All degree requirements except the earning of at least a "C" (2.0) grade point average have or will soon have been met.

University policy regarding academic renewal is not intended to permit the improvement of a student's grade point average beyond what is required for graduation.

2. Final determination, that one or more terms shall be disregarded, shall be based on careful review of evidence by a committee appointed by the president, which shall include the designee of the chief academic officer and consist of at least three members.

Such final determination shall be made only when:

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**2.a.** Five years have elapsed since the most recent work to be disregarded was completed, and

**2.b.** The student has earned in residence at the campus since the most recent work being considered was completed:

- 2.b.i.** 15 semester (22 quarter) units with at least a 3.0 GPA or
- 2.b.ii** 30 semester (45 quarter) units with at least a 2.5 GPA or
- 2.b.iii** 45 semester (67 quarter) units with at least a 2.0 GPA

When such action is taken, the student's record shall be annotated so that it is readily evident to users of the record, that NO work taken during the disregarded term(s), even if satisfactory, has been applied towards the meeting of degree requirements. However, all work must remain legible on the record.

If another institution has acted to remove coursework from consideration, such action shall be honored in terms of that institution's policy. But, elimination of any coursework's consideration shall reduce by one term the two semester/three quarter maximum on the application of academic renewal to an individual CSU student's record. Campuses may adopt more stringent policies with regard to academic renewal, but no more lenient policy may be used regarding the removal of coursework being considered for the meeting of baccalaureate degree requirements.

***D. Assignment of Grades and Grade Appeals***

The following principles support the minimum standards governing the assignment of grades and provisions for appeals:

1. Faculty have the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades. (Administrative grading symbols may be assigned only in accordance with the provisions of this executive order.)
2. There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise.
3. In the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final.
4. Students who believe that an appropriate grade has not been assigned should first seek to resolve the matter informally with the instructor of record. If the matter cannot be resolved informally, the student may present his/her case to

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the appropriate campus entity, have it reviewed and, where justified, receive a grade correction.

5. If the instructor of record does not assign a grade, or if he/she does not change an assigned grade when the necessity to do so has been established by appropriate campus procedures, it is the responsibility of other qualified faculty to do so.
6. "Qualified faculty" means one or more persons with academic training comparable to the instructor of record who are presently on the faculty at that campus.
7. Each campus faculty senate has authority and responsibility for providing policy and procedures for the proper implementation of the foregoing principles.
8. Each campus president is responsible for ensuring that the policies and procedures developed by the faculty senate are in conformance with the principles and provisions of this executive order and for ensuring that such established policies and procedures are carried out.

Each campus shall implement policy and procedures covering the assignment of grades and grade appeals which include *at least* the following provisions:

1. The time and manner of reporting course grades including provisions for assuring that such grades have been assigned by the instructor of record.
2. Circumstances under which the instructor of record may change a grade once assigned, and procedures for making such changes.
3. A means for preliminary review of potential appeals that may resolve differences before initiation of formal proceedings.
4. Grounds for which a grade appeal is permitted.
5. One or more committees for hearing grade appeals which shall provide safeguards to assure due process for both student and instructor. Such committees shall include student membership. Student members shall not participate in assignment of grades.
6. Procedures whereby grades are assigned by other qualified faculty in circumstances where the instructor of record does not do so, including those instances where a grade change is recommended by a grade appeals committee and the instructor of record does not carry out that recommendation.



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7. Specification of time limits for completion of various steps in the appeal process and of the time period during which an appeal may be brought.
8. Description of the extent of the authority of appeal committee(s), including provisions which clearly limit grade changes to instances where there is a finding that the grade was improperly assigned.
9. Limitation of committee authority to actions which are consistent with other campus and system policy.
10. A statement that there is a presumption that grades assigned are correct. Thus, the burden of proof rests with the individual who is appealing.
11. Procedures for dealing with allegations of improper procedure.
12. Assignment of authority to revise policies and procedures for grade appeals to the campus faculty senate. The campus president is responsible for ensuring that such revisions conform to the principles and provisions of this executive order.
13. Provision for annual reporting to the campus president and campus faculty senate on the number and disposition of cases heard.

These policies and related procedures shall be published in a manner that ensures that all faculty and students have an opportunity to be aware of them (in class schedules, faculty manuals, student handbooks, etc.). While it is not necessary that policy and procedures be published in their entirety in generally circulated documents, such publications shall ensure that the students are aware that policy and procedures exist and where they may be obtained.

  
\_\_\_\_\_  
Charles B. Reed, Chancellor

Dated:

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES  
Office of the Chancellor  
400 Golden Shore  
Long Beach, California 90802  
(213) 590-5512

Date: January 18, 1980  
To: Presidents  
From: Harry Harmon *Harry Harmon*  
Executive Vice Chancellor  
Subject: Executive Order No. 320 Assignment of Grades  
and Grade Appeals

I am transmitting to you five copies of Executive Order No. 320 which establishes minimum standards for campuses governing the assignment of grades by faculty and for provisions for appeal.

The President has the responsibility for implementing this Executive Order and for maintaining the campus repository and index for all Executive Orders.

Please address any questions regarding this Executive Order to the Vice Chancellor, Academic Affairs.

HH:je

Attachments

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Distribution: Vice Presidents, Academic Affairs  
Deans of Students  
Deans, Directors of Admissions  
Registrars  
Chancellor's Staff

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THE CALIFORNIA STATE UNIVERSITY AND COLLEGES  
Office of the Chancellor  
400 Golden Shore  
Long Beach, California 90802

Executive Order No.: 320  
Title: Assignment of Grades and Grade Appeals  
Effective Date: January 18, 1980  
Supersedes: None

This Executive Order is issued pursuant to Sections 40104 and 40104.1 of Title 5 of the *California Administrative Code* and Chapter III, Sections 1 and 2 of the Standing Orders of the Board of Trustees of The California State University and Colleges and is effective immediately.

This Executive Order establishes minimum standards for campuses governing the assignment of grades by faculty and for provisions for appeal to ensure that the rights and responsibilities of faculty and students are properly recognized and protected. Occasionally, a circumstance will prevent assignment of an earned grade or will cause an assigned grade to be questioned by a student. The purpose of this Executive Order is to provide mechanisms to deal with such unusual occurrences. The standards provided are based upon the following principles:

1. Faculty have the right and responsibility to provide careful evaluation and timely assignment of appropriate grades.
2. There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise.
3. In the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final.
4. Students who believe that an appropriate grade has not been assigned, should first seek to resolve the matter informally with the instructor of record. If the matter cannot be resolved informally, the student may present his/her case to the appropriate campus entity, have it reviewed and, where justified, receive a grade correction.
5. If the instructor of record does not assign a grade, or if he/she does not change an assigned grade when the necessity to do so has been established by appropriate campus procedures, it is the responsibility of other qualified faculty to do so.
6. "Qualified faculty" means one or more persons with academic training comparable to the instructor of record who are presently on the faculty at that campus.
7. Each campus faculty Senate/Council has authority and responsibility for providing policy and procedures for the proper implementation of the foregoing principles.
8. Each campus president is responsible for ensuring that the policies and procedures developed by the faculty Senate/Council are in conformance with the principles and provisions of this Executive Order and for ensuring that such established policies and procedures are carried out.

**Executive Order No. 320**

No later than the beginning of Fall term 1980 each campus shall implement policy and procedures covering the assignment of grades and grade appeals which include *at least* the following provisions:


1. The time and manner of reporting course grades including provisions for assuring that such grades have been assigned by the instructor of record.
2. Circumstances under which the instructor of record may change a grade once assigned, and procedures for making such changes.
3. A means for preliminary review of potential appeals that may resolve differences before initiation of formal proceedings.
4. One or more committees for hearing grade appeals which shall provide safeguards to assure due process for both student and instructor. Such committees shall include student membership. Student members shall not participate in assignment of grades.
5. Procedures whereby grades are assigned by other qualified faculty in circumstances where the instructor of record does not do so, including those instances where a grade change is recommended by a grade appeals committee and the instructor of record does not carry out that recommendation.
6. Specification of time limits for completion of various steps in the appeal process and of the time period during which an appeal may be brought.
7. Grounds for which a grade appeal is permitted.
8. Description of the extent of the authority of appeal committee(s), including provisions which clearly limit grade changes to instances where there is a finding that the grade was improperly assigned.
9. Limitation of committee authority to actions which are consistent with other campus and system policy.
10. A statement that there is a presumption that grades assigned are correct. Thus, the burden of proof rests with the individual who is appealing.
11. Procedures for dealing with allegations of improper procedure.
12. Assignment of authority to revise policies and procedures for grade appeals to the campus faculty Senate/Council. The campus president is responsible for ensuring that such revisions conform to the principles and provisions of this Executive Order.
13. Provision for annual reporting to the President and campus faculty Senate/Council on the number of cases heard and the disposition of each case.

The President shall submit a copy of policies and procedures adopted pursuant to this Executive Order to the Chancellor by May 14, 1980 and shall submit revisions as adopted. These policies and procedures should be sent to the attention of the Vice Chancellor, Academic Affairs.

These policies and related procedures shall be published in a manner that ensures that all faculty and students have an opportunity to be aware of them (in class schedules, faculty manuals, student

**Executive Order No. 320**

handbooks, etc.). While it is not necessary that policy and procedures be published in their entirety in generally circulated documents, such publications shall ensure that the students are aware that policy and procedures exist and where they may be obtained.

  
Glenn S. Dumke, Chancellor

Dated: January 18, 1980

**PM 96-02  
2/23/96  
President Robert C. Detweiler**

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**Student Grade Appeals  
[Supersedes PM 87-01]**

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**Introduction**

California State University, Dominguez Hills, to implement the Chancellor's Executive Order No. 320, has developed these procedures to deal with the assignment of grades and grade appeals. This appeal procedure is to be read along with Order 320.

Grades at the University are reported in a manner to assure that they come from the instructor of record. Each semester before the beginning of final examinations, each instructor is provided with a final grade roster and instructions for reporting grades. The instructor personally submits completed grade rosters to the Office of Registrar, where they are processed and forwarded to Computer Services.

Changes of grade are submitted by instructors under several circumstances, including removal of an incomplete grade, submission of a final grade for which an SP (Satisfactory Progress) has been previously submitted, submission of a final grade to replace an RD (Record Delayed) symbol that resulted from no grade or an incorrect grade being submitted when grades were due, change of a letter grade based upon clerical error in reporting the original grade or upon recomputation of a grade because of additional work submitted. These changes are reported on the Change of Grade form. A number of grades, usually involving a change from U or F to W, are changed by petition. This process generally involves requests based upon extenuating circumstances, such as physical inability to appear on campus to properly withdraw, or mistaken assumptions of the students regarding drop or withdrawal procedures. The petition requires the recommendation of the instructor involved and the appropriate School Dean. A final action is taken by the Registrar based upon these recommendations. Information about changed grades is sent to instructors to verify that the change requests were legitimate.

If an instructor fails to assign a grade to a student, the Department Chair will work with qualified faculty members and assign an appropriate grade. The School Dean, Chair of the Academic Senate, and University President will be informed when a Department Chair has had to take such action.

These appeal procedures are not to be used to review a University student disciplinary decision under Executive Order No. 628. For example, if a student was found in the disciplinary process to have cheated in a course and, among other things, a grade of F was ordered for that course, these appeal procedures could not be used to challenge that F grade.

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A grade appeal is permitted when a student can show clear evidence that a grade was contrary to procedures as specified in the course syllabus, was based on prejudice, was capricious, or was the result of computational or clerical error. The presumption is that the grades assigned are correct until there is a clear demonstration otherwise. The burden of proof is heavy, and it rests with the student who is appealing.

Any student or faculty member involved in a grade appeals dispute who thinks that this appeals procedure has not been properly followed should state in writing his or her complaint and reasons to the University President with a copy to the Chair of the Academic Senate. The University President, or designee, will give a decision in writing within seven days about the procedural issue.

These appeal procedures may be revised from time to time by the Academic Senate with the concurrence of the President. Changes will be immediately posted in official copies of the procedures in the offices of the Academic Senate, University President, Vice President of Student Affairs, Associate Vice President of Faculty Affairs, and Associated Students.

## **1.0 Purpose**

**1.1** A Student Grade Appeals Board is hereby established by the University and is charged with responsibility of processing grade appeals of students at California State University, Dominguez Hills, against members of the faculty.

## **2.0 Membership, Elections and Organization**

**2.1** The Student Grade Appeals Board shall be composed as follows: Four academic employees, one of whom shall be a Student Services Professional, and two members of the student body.

**2.2** The academic members of the Board must be tenured faculty and shall be elected by the Academic Senate upon nomination of its Executive Committee, with nominations permitted from the Senate floor. No more than one Board member will be elected from any school or comparable unit.

Student members shall be elected by a majority vote of the Associated Students Council. Students elected must be full-time students and have and maintain at least a 2.5 cumulative GPA.

Members of the Board shall serve one-year terms but shall continue to serve until the new Board is constituted and has disposed of all pending cases. Members are eligible for reelection to the Board.

In the event of a vacancy caused by a member's resignation, inability to serve, or other cause, the replacement of an academic member shall be by appointment of the Academic Senate Executive Committee, and the replacement of a student member shall be by majority vote of the Associated Students Council.

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**2.3** The Academic Senate will designate which academic member of the Board will serve as Chair of the Board.

A quorum of the Board shall consist of three members, with no less than two of the teaching faculty members in attendance.

The election of members to the Board shall be conducted by May 1 of each academic year by the Academic Senate and the Associated Students Council. The Board selected in May will not function until the beginning of the next academic year in September. Grade appeals that were received and the merits of which were being considered by an outgoing Board will be decided by that Board before it terminates its existence. Thus, there may be times at the beginning of an academic year when two Student Grade Appeals Boards exist simultaneously, a retiring Board completing work on pending cases and a new, incoming Board available to receive new cases.

Grade appeal matters that arise in the summer will, to the extent possible, be processed through the level of School Dean and, if not resolved, be referred to the new Board after the beginning of the academic year in September.

### **3.0 Grade Appeal Procedure**

#### **3.1 Initiation of a Grade Appeal**

**3.1.1** A student who thinks he or she has a basis for a grade appeal will first seek to resolve the matter informally with the instructor of record or other appropriate individual. For a student to be able to proceed with a grade appeal, the student must have met with the faculty member within the regular semester session of the time the student knew or should have known of the problem or dispute, unless there is a prior agreement for extension between the student and the Chair of the Board.

**3.1.2** If the matter is not worked out informally within 15 classroom days to the satisfaction of the parties, the student or his/her representative may send a formal grade appeal, in writing, to the Dean of the School. A copy of the grade appeal must simultaneously be filed by the student with the Office of Faculty Affairs. The student's written statement will contain the following:

A clear statement of the problem;

The specific action requested of the University; and

Arguments to support the student's request.

**3.1.3** The Dean of the School will show the student's written statement to the faculty member and Department Chair and request without delay a written statement of their positions and other comments. After receiving a joint statement, or separate statements, from the faculty member and the Department Chair, the Dean will have 15 classroom days to resolve the problem in coordination with the parties; otherwise he/she will forward the case file, including the

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student's statement and the faculty member's and the Chair's written responses to the Chair of the Student Grade Appeals Board, along with the recommendation of the Dean. The Dean will give information copies of that recommendation to the parties.

### **3.2 Preliminary Investigation**

**3.2.1** Upon receipt of the grade appeal file, the Chair of the Student Grade Appeals Board will without delay meet with the Associate Vice President of Faculty Affairs to select a tenured faculty member to serve as the preliminary investigator. The preliminary investigator will not be a member of the Board.

**3.2.2** The preliminary investigator shall confer with the aggrieved student, the faculty member, the Department Chair, and the School Dean in making a preliminary investigation of the facts alleged by the student. Each party will have an opportunity to clarify in writing for the preliminary investigator their earlier written statement of their positions.

**3.2.3** Within 15 classroom days of his/her appointment, the preliminary investigator shall submit to the Chair of the Board a full written report of the extent and conclusions of the investigation. The written statement of the parties will be attached to that report.

**3.2.4** In making the written report, the preliminary investigator will remember that there is a presumption that faculty members act correctly in assigning grades, and in otherwise managing students and classes, and the burden of proof must be met by the person with the complaint to show that the conduct by the faculty member was contrary to procedures, arbitrary, unreasonable, prejudiced, capricious, or the result of computational or clerical error. A faculty member's action is not to be reversed if the action resulted from the exercise of reasonable judgment.

### **3.3 Initial Determination by Board**

**3.3.1** The preliminary investigator shall indicate in the report whether there appears to be cause for a grade appeal, whether there is substantial evidence to support the complaint, and if so, the nature of the evidence, and whether the grade appeal should either be dropped or proceed to a formal hearing by the entire Board.

**3.3.2** The Chair shall convene the Board without delay after receiving the report of the preliminary investigator. The Board shall determine by majority vote whether apparent cause for a grade appeal exists. Such determination by the Board shall be final.

**3.3.3** If the Board by majority vote concludes that there is no cause for a grade appeal, such determination shall conclude the proceedings, and the parties will be so advised in writing.

**3.3.4** If there is a tie vote on the initial determination by the Board, the actions of the faculty member shall be sustained.

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**3.3.5** If the Board by majority vote concludes that cause for a grade appeal appears to exist, it will proceed as indicted in 3.4 below.

### **3.4** Hearing

**3.4.1** The Chair of the Board shall schedule the hearing without delay and notify the aggrieved student and the faculty member against whom the grade appeal was asserted of the times and places of the hearing or hearings.

**3.4.2** The hearing shall be closed, informal in nature, and conducted in a spirit of mediation and conciliation. Both the student and faculty member concerned shall be afforded an opportunity to testify, present witnesses, and introduce evidence relevant to the grade appeal.

**3.4.2.1** If both the student and faculty member agree, the hearing may be open to the public.

**3.4.2.2** The student and faculty member may have one or two advisors or assistants at the hearing, but neither the student nor the faculty member will be assisted by an attorney who is a member of the Bar of the State of California.

**3.4.2.3** At a closed hearing, attendance shall be limited to:  
Members of the Board  
The student and the student's advisor, if any, and  
Witnesses while giving evidence.

**3.4.2.4** The contents of a closed hearing will be kept confidential and will be disclosed only to the extent necessary for the Board to make its final report.

**3.4.2.5** The Board may on its own initiative call as a witness one or more qualified faculty and receive from them as a witness testimony of fact or opinion. Any qualified faculty member who gives opinion testimony must be unbiased and have had no prior involvement with the grade dispute.

**3.4.2.6** It shall be the duty of any on-duty employees of the campus, except the University President, to appear at the hearing as requested by the Chair.

**3.4.2.7** The student will present his or her entire case first in the hearing. Thereafter, the faculty member may request the Board to rule against the student on the basis that the student has not proved his or her case and met the burden of proof by a preponderance of the evidence. If the Board rules for the faculty member's request, the hearing terminates and the Board will write its final report. If the Board rules against the faculty member's request, the hearing continues and the faculty member will present his/her case.

**3.4.2.8** The hearing will not be recorded by machine, court reporter, or other means. Cameras are not permitted at a closed hearing.

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### **3.5 Board Decision and Report**

**3.5.1** At the conclusion of the hearing, the Board members who attended the hearings will meet privately with all other people excluded to consider the evidence, reach a decision, and begin to prepare a report. The Board should issue the report within 15 classroom days, noting specifically the findings of fact, conclusions, and decision as to disposition of the grade appeal. The Board will rule in favor of the student only if the student has demonstrated by a preponderance of the evidence that he or she was directly wronged by the improper action of the faculty member.

**3.5.1.1.1** If the issue or one of the issues at the hearing was a grade appeal, the student members of the Board would vote on the issue of whether or not the student showed by a preponderance of evidence that the grade assigned was inappropriate. If a majority of the Board concluded that it was, only the faculty members of the Board would proceed to determine the appropriate grade. A determination by these members of the appropriate grade to be assigned may include consultation with members of the appropriate department who have expertise in the subject matter, but who are not affected by the grade appeal. A grade may be lowered as well as raised.

**3.5.2** The Board's decision must have the support of a majority vote of the Board. In the event of a tie vote, the grade appeal is denied. A minority position may be expressed either as a section in the Board's report, or as a separate report.

**3.5.3** The Board will send copies of its decision and report to the student, faculty member, preliminary investigator, Department Chair, School Dean, and the Associate Vice President of Faculty Affairs. The decision will be binding on the parties unless it is contrary to law or clear rules or policies that control the University.

**3.5.3.1** If the Board decision was that a grade should be changed, the faculty member has 10 calendar days to give a Change of Grade card to the Chair of the Board or show that the Board's decision is contrary to law, rule, or policy. If the chair does not receive the Change of Grade card within 10 calendar days, the Chair will ask the University President to direct the Office of the Registrar to make the grade change based upon a Change of Grade card signed by the Chair of the Student Grade Appeals Board. The University President will direct the Office of the Registrar to accept the card signed by the Chair of the Board.

**3.5.3.2** If the Board's decision involved issues other than a grade appeal, the Associate Vice President of Faculty Affairs will work with the parties to implement the Board's decision.

**3.5.4** Neither the student nor the faculty member may appeal the merits or facts of the case beyond the Board. Neither may appeal to the University President or the Academic Senate to review the merits and facts of the case. Neither the University President nor the Senate may review the Board's decision of the facts and merits of the case on

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its own initiative. When the Board has decided the facts and merits of the case, all on-campus remedies have been exhausted. The decision of the Board on the facts and merits of the case will be final and binding. However, the University President or Academic Senate may consider whether the Board acted contrary to law, rule, or policy.

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## Grades and Grade Points

### Quick Links

- [Grades Policy](#)
- [Grade Appeals](#)

### Policy

Student performance in each course is reported at the end of each semester by one of the following grades (with the grade points earned):

Grade	Description	Grade Points
A	Excellent	4.0
A-		3.7
B+		3.3
B	Very Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D	Barely Passing	1.0
F	Failure	0.0
I	Incomplete (Not counted in grade point average)	
IC	Incomplete Charged	
WU	Withdrawal Unauthorized	
W	Withdrawal (Not counted in units grade point average)	

The following grades are to be used for approved courses only:

AU	Audit (Not counted in grade point average; no units allowed)
CR	Credit (Not counted in grade point average; but units count for bachelor's degree)
CR*	Credit in sub-collegiate course (Not counted in grade point average; no bachelor's degree credit)
NC	No credit (Not counted in grade point average; no units allowed)
RP	Report in Progress (Credit is deferred until course grade is received)
***	Graduate Continuation Course
RD	Report Delayed

### Grade Appeals

Sometimes a student may feel that they did not receive the grade they deserved. The [Grade Appeal Policy \(Presidential Memorandum 96-02\)](#) allows for a process by which students may seek a change in their grade.

To appeal a grade, the student should contact the Department Chair.

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**SECTION F: STUDENT RELATED POLICIES**

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**STUDENT RIGHTS AND THE ACADEMIC PROCESS**

Academic Freedom of Students (Based on a statement developed by the AAUP)

Free inquiry and free expression are essential attributes of the community of scholars. As members of that community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Students should endeavor to exercise their freedom with maturity and responsibility.

The professor should encourage free discussion, inquiry, and expression. Students should be evaluated solely on the basis of their academic performance, not on their opinions or conduct in matters unrelated to academic standards.

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Students are responsible for learning thoroughly the content of any course of study, but they should be free to take reasoned exception to the data or views offered, and to reserve judgment about matters of opinion.

Students are responsible for maintaining standards of academic performance established by their professors, but they should have protection through orderly procedures against prejudiced or capricious academic evaluation.

Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances.

The Classroom (Quoted from CSUDH Student Rights and Responsibilities Handbook, August, 1986).

#### A. Rights and Responsibilities

1. CSUDH Academic Senate Resolution EPC 87-14 and PM 87-16 states that during the first week of classes an instructor is to distribute to the class members printed information about the course. This course information is to include at least the following items:\*

1. The instructor's grading policy.
2. Required texts and other materials.
3. The availability of the instructor outside of class, including office hours and office telephone number.

In addition, it is recommended that the following items be part of the course information:

1. Prerequisites for the course.
2. Course goals, objectives and requirements
3. Attendance requirements
4. Policy on due dates and make-up work
5. Schedule of examinations.

The instructor is encouraged to distribute a syllabus appropriate for the level and nature of the course.\* The instructor is to leave a copy of the course information and/or syllabus in the department office.

2. Students have the right to substantive preparation and presentation from the instructor appropriate to the course. Repeated failure of the instructor to meet his/her classes according to the established campus guidelines or lack of preparation are legitimate grounds for student complaints or grievances.

Recognizing that a professor has great freedom to structure the learning situations in the classroom, when the format of the class so warrants and the research undertaken is directly related to the subject



matter of the course, students are expected to volunteer to participate as subjects on research studies as part of their learning experience. If a student refuses to volunteer, the professor will provide alternative learning experiences for that student. When an instructor wishes to use students in her/his own research, where this research is tangential or unrelated to course content, the instructor must clearly indicate to any students that their participation in such research is voluntary. In any case, research conducted at California State University, Dominguez Hills is expected to adhere to standards for use of human and animal subjects set forth by professional organizations such as the American Anthropological Association, the American Psychological Association, and the American Sociological Association.

The students are entitled to instructors who refrain from acts or conditions listed in Section 24306 of the Education Code, e.g., unprofessional or immoral conduct, dishonesty, incompetence, etc. Such acts or conditions may cause the University to take disciplinary action against the instructor under Chancellor's Executive Order No. 245.

3. The individual instructor controls the order and direction of a class and the scope and treatment of the subject matter, and the class must be free of distraction or disruption. Each student must respect the rights of others in the maintenance of classroom order and in the observance of basic courtesy. A student may be ordered to leave a class for cheating or when her/his behavior obstructs the regular activity of the class. The instructor, however, may not officially dis-enroll a student from a course as discipline without following the student disciplinary procedure.

#### B. Plagiarism

At the heart of any university are its efforts to encourage critical reading skills, effective communication, and, above all, intellectual honesty among its students. Thus, all academic work submitted by a student as her or his own should be in her or his own unique style, words, and form. When work is submitted that purports to be original, but actually is not, the student has committed plagiarism.

Plagiarism is considered a gross violation of the University's academic and disciplinary standards. Plagiarism includes the following: copying of one person's work by another and claiming it as her or his own, false presentation of one's self as the author or creator of a work, falsely taking credit for another person's unique method of treatment or expression, falsely representing one's self as the source of ideas or expression, or the presentation of someone else's language, ideas, or works without giving that person due credit. It is not limited to written works. For example, one can plagiarize music compositions, photographs, works of art, choreography, computer programs, or any other creative effort.

Plagiarism is cause for formal University discipline and is justification for an instructor to assign a lower grade or a failing grade in the course in which the plagiarism is committed. In addition, the University may impose its own disciplinary measures.

#### C. Perceived Teaching Effectiveness of Faculty

##### 1. Students' Role

Good teaching is recognized as a priority consideration in making faculty assignments to California State University, Dominguez Hills. Similarly, teaching effectiveness, along with scholarship and participation in University and community affairs, is a most important criterion in the subsequent reappointment, promotion, and tenure of faculty members. "Perceived Teaching Effectiveness" (PTE) forms are the instruments whereby students evaluate faculty performance. The part-time faculty are

required to administer the forms in each class they teach. These PTE forms are distributed by Faculty Affairs through the office of the school/college dean on or by the thirteenth week of each semester and may be administered during a scheduled class hour or exam hour between (and including) the thirteenth week of class and the final examination period at the end of the semester.

Students have a RESPONSIBILITY to participate in this process of faculty evaluation. Sincere and objective appraisals by students are expected. Students have a RIGHT to expect that these PTE forms will be looked upon seriously and will serve both the purpose of faculty self-appraisal and faculty review for retention at the University.

## 2. Confidentiality

The procedures detailed for the administration and handling of PTE forms are designed to protect the students in their personal perceptions of the teaching effectiveness of faculty. The forms are to be administered by someone other than the instructor of the class and promptly sealed and routed according to instructions which accompany packets of PTE forms.

Students also have the RESPONSIBILITY to ensure that the PTE package is not in the faculty member's hands once the forms have been completed. A student is required to pick up the PTE forms from the class, place them in the PTE envelope provided and walk them to the ERC building and place them in the receptacle provided at the Circulation Desk. For off-campus classes different arrangements may be made with the Associate Vice President of Faculty Affairs.

If a student thinks her/his confidentiality has been violated, the incident should be reported to the Department Chair, the School/College Dean, the Vice President of Student Affairs or the Associate Vice President of Academic Affairs.

## Attendance at Initial Class Meetings

(Reference: PM 84-12, 6/22/84)

Prior to the end of the second week of classes, a faculty member may, by following the appropriate procedures, initiate a formal drop of students who:

1) have not attended the first two class meetings (or the first meeting if the class meets only once a week), and

2) have not, by the end of the first week of classes, advised the faculty member (or the department chair, if no faculty member was assigned to the course in advance) that their absence is temporary.

**It is the responsibility of the student to make certain that her/his drop has been officially recorded. Continued absence from the class may yield a grade of "U". Students who are in doubt as to whether or not a faculty member has dropped them from the class rolls should file their own drop from a class.**

## Disabled Student Services

(Reference: PM 83-03, 3/4/83 and ADA, 1990)

The law (specifically, Section 504 of the Rehabilitation Act of 1973), system policy, and common sense

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dictate that accommodations be made to allow students with disabilities to pursue their academic goals. In order to guide our actions in working with disabled students, the academic community has agreed to the following statement:

As we interpret the intent of the law, the role of faculty in relation to disabled students is to provide an opportunity for the student to demonstrate competency in a course. While for most students this will not affect current operating procedures, it will sometimes involve making necessary accommodations for a student with a given disability. However, regardless of what changes are made in course assignments, faculty are expected to evaluate the end products (tests, papers, presentations, etc.) against the same basic criteria as those used for other students, i.e., how well the student has demonstrated understanding of course content and achieved the course objectives.

The Disabled Student Services (DSS) office provides support services to students with disabilities which allow them to function in the classroom and assist students in becoming as independent, competent, and functional as possible. This requires that students receive realistic feedback on performance in the classroom and be in control of the personal resources they use. DSS provides advisement to faculty and students, and coordinates services for such things as time management, tutoring, and accommodating specific problems.

The Disabled Student Services will seldom, if ever, recommend waivers of course or major requirements for disabled students; but will rather work to find a legitimate accommodation. This will sometimes require alternative methods of teaching a course or alternative assignments. The Office of DSS will provide consultation with faculty on commercially available aids, technological advances, and techniques to surmount limitations of the disabling condition. But only the instructor will be able to design alternative assignments and accommodations which will provide the appropriate learning experience for the student.

#### Changes of Grade and Student Grievances

California State University, Dominguez Hills, to implement Chancellor's Executive Order No. 320, developed procedures to deal with the assignment of grades and grade appeals. This appeal procedure is to be read along with Order 320.

Please refer to PM 87-01 or the most recent edition of the *Student Rights & Responsibilities Handbook* for complete grievance and grade appeal procedures.

The *Student Rights & Responsibilities Handbook, Volume 1* (Revised: 1990) gives a detailed account of grade appeal and grievance procedures. A grade change is permitted when a student can show clear evidence that a grade was clearly unfair, prejudiced, capricious, or the result of clerical error. The presumption is that grades assigned are correct until there is a clear demonstration otherwise. The burden of proof rests on the student who is grieving.

Normally, in order for a student to initiate a grievance or grade appeal, he or she must have met with the faculty member of record within one regular semester of the time the student knew or should have known of the problem or dispute. If the problem cannot be resolved informally the student can proceed with the formal grievance, following appropriate channels and timelines as described in the *Student Rights & Responsibilities Handbook (Volume 1)* (Revised 1990).

It is the policy of CSUDH to comply with Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination on the basis of a handicap or disability in all University programs and

activities. A formal grievance related to discrimination is initiated by completing the "Section 504 Complaint Form," available in the Office of the Vice President for Student Affairs. The completed form must be filed in a timely manner with the President's designated Affirmative Action Officer.

It is also the policy of CSUDH to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in any educational program or activity. A formal grievance is initiated by completing the "Title IX Complaint Form," available in the Office of the Vice President for Student Affairs. The completed form must be filed in a timely manner with the President's designated Administrative Officer.

These appeal procedures may be reviewed and revised by the Academic Senate with concurrence of the President. Changes will be immediately posted in official copies of the procedures in the Offices of the Academic Senate, University President, Vice President of Student Affairs, Associate Vice President of Faculty Affairs, and Associated Students. Periodically, revisions will be sent to all faculty for inclusion into their copies of the Faculty Handbooks.

Faculty who have questions or concerns regarding changes of grade and student grievances should confer with the Associate Vice President of Faculty Affairs.

### **STUDENT DISCIPLINE**

The Student Rights and Responsibilities Handbook includes a statement entitled "Standards of Conduct Expected of Students". If a faculty member thinks that a student's conduct is unacceptable and detrimental to the educational process, the faculty member should discuss the situation with the Vice President of Student Affairs. If appropriate, the Vice President will cause disciplinary action to be taken according to the procedures adopted by the Board of Trustees and issued as Chancellor's Executive Order No. 148, dated March 8, 1972.

Title V of the California Administrative Code specifies conduct which is cause for student disciplinary action. The pertinent excerpt appears below.

41301. Expulsion, Suspension, and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

- a. Cheating or plagiarism in connection with an academic program on campus.
- b. Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.
- c. Misrepresentation of oneself or of an organization to be an agent of a campus.
- d. Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.
- e. Physical abuse on or off campus property of the person or property of any member of the campus community or of members of her or his family or the threat of such physical abuse.
- f. Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of

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the campus community.

g. Unauthorized entry into, unauthorized use of, or misuse of campus property.

h. On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.

i. Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus president.

j. Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.

k. Abusive behavior directed toward, or hazing of, a member of the campus community.

l. Violation of any order of a campus president, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.

m. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this section.

#### Student Disciplinary Review Board

Section 10(a) of Chancellor's Executive Order No. 148, which established the standard student disciplinary procedures for all institutions in The California State University system, provides that:

The President may establish a procedure whereby a committee of students, or students together with faculty, or students together with faculty and administrative personnel, shall, in such cases as the President may determine, review the recommendations of the Hearing Officer with respect to the discipline to be imposed, if any, and advise the President. Such committees, if established, shall be composed in such manner as the institution may determine. It shall not receive new evidence or argument, or conduct hearings, and its members shall be bound by the policy of confidentiality as stated in Section 9-1. If such a committee is established, the President shall forward a copy of the report of the Hearing Officer to the committee as soon as it is received, and the committee shall present its recommendations, if any, to the President within two working days of its receipt of the report.

The duties of the President under Executive Order 148 are delegated to the Vice President of Student Affairs.

Within the context of this provision, a student Disciplinary Review Board is established to review during the academic year all discipline cases in which a disciplinary report from a hearing officer comes to the Vice President of Student Affairs recommending that student be suspended or expelled from the University.

The Board will consist of five members who will be appointed by the University Vice President of Student Affairs. The terms will be for one year but members may be appointed to additional terms of service. The membership will be as follows:

1. Three student members of the Student Judiciary, selected by the Vice President in consultation with the Associated Students President;

2. A staff member of the University appointed by the Vice President of Student Affairs;

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3. A faculty member recommended by the Academic Senate.

In some circumstances it may be necessary for members of the Board to disqualify themselves and not participate in reviewing cases in which they have been personally involved or in which their objectivity might reasonably be questioned; the remaining members of the Board will act on the case at hand. The Board can function with three members if one of them is either a staff or faculty representative. If such three members can not act within two working days of receipt of the report, the Vice President of Student Affairs will act without receiving a report.

The Vice President of Student Affairs will appoint the Chair of the Board. The Board will receive logistical and secretarial support, if needed, from the office of the Vice President of Student Affairs.

If the report from the disciplinary hearing recommends suspension or expulsion from the University, the following action will be taken.

1. The report will be referred to the Coordinator of Student Discipline who will reproduce five copies which will be given without comment to the Chairperson of the Board; and

2. The members of the Board will meet in closed session and be bound by the policy of confidentiality. Based upon the report, the Board will make a written recommendation to the Vice President of Student Affairs, with respect to the discipline to be imposed on the student, if any. The Board members may, if they are unable to agree, attach written dissents or minority views to their report to the Vice President. The Board's written report will be delivered to the Vice President's Office within two working days of having received the five copies from the Coordinator.

The University will proceed with student discipline cases during recesses, vacations and the summer without the participation of the Student Disciplinary Review Board.

Threats to Faculty and Staff

(Reference: PM 83-04, 3/3/83)

When a threat made to any faculty or staff member is reported, the person receiving the report will immediately contact the Campus Judicial Coordinator who, in consultation with the Vice President, Student Affairs, will take responsibility for coordinating the campus response and contacting the appropriate people who will respond as follows:

1. Public Safety

a. Run a background check on the person making the threat to determine if there is an arrest record and report findings to the Judicial Coordinator.

b. Contact the threatened person and offer services as appropriate.

(1) Escort to parking lot.

(2) Surveillance in building.

(3) Assistance in contacting local police to request extra surveillance of home.

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c. In some cases, it may be appropriate to arrest the student and make a criminal charge.

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## Human Services

College of Professional Studies  
Division of Human Development

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### Bachelor of Arts

Mental Health Recovery Option

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### Certificate

Communication Sciences and Disorders

Mental Health Recovery

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### Faculty

Ginger K. Wilson, Program Coordinator

Tri Li, Fieldwork Coordinator

Jorge Escamilla-Can, Al Garcia, Wilfred Lee, Lisa Newman, Grace Orpilla, Margaret Parker

Program Office: WH A-330D, (310) 243-3122

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### Mission and Goals Statement

The mission of the human services program at CSUDH is to provide diverse members of the community a university education that focuses on the knowledge and skills required to help those in need. The goals of the program are to provide a broad interdisciplinary background of the knowledge and skills needed to help improve the quality of life of those in need; to provide the opportunity for specialization in either target populations or methods of intervention; through supervised fieldwork, to provide experience applying academic knowledge and skills in human services organizations.

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### Program Description

The Human Services program at CSU Dominguez Hills is a professional undergraduate major, normally extending over at least four semesters of upper division academic work.

Students in human services receive both a broad, multi-disciplinary education in a set of core courses and specialized, in-depth training in an area of concentration. Sufficient electives are offered to allow for individually tailored programs of study.

Human Services majors are caring, socially concerned people oriented individuals who want to learn how to serve the community more effectively. A degree in Human Services will enable you to help those in need through counseling, education, organizing, problem solving, planning, administration, evaluation and a variety of direct and indirect services.

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### Features

The Human Services major is a single-field major. A minor is not required or offered:

A unique aspect of the Human Services major is the student's involvement in actual work in the field of human services. The practicum courses provide for on-the-job training in a variety of community settings. Fieldwork settings are provided through a wide range of government and private agencies and organizations such as mental health, family service centers, geriatric care, educational settings, the correctional system, recreation departments, alcohol and drug agencies, children services, hospitals, community group settings and many others. There are many instances when practicum experience leads to employment.

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### Academic Advisement

New students are required to make an appointment with an Academic Advisor for a mandatory new student workshop prior to enrolling in classes. Students may call the School of Health and Human Services Student Services Center at (310) 243-2120 or (800) 344-5484. SHHS Student Services is located in WH C-300 and their email address is [www.chhsadvising@csudh.edu](mailto:www.chhsadvising@csudh.edu). The website for the Human Services Program is [www.csudh.edu/cps/hhs/](http://www.csudh.edu/cps/hhs/).

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### Preparation

Community college transfer students are encouraged to complete general education courses and to take human anatomy and statistics, prior to transferring to CSUDH.

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### Career Possibilities

The Human Services Program prepares students to work in mental health agencies, family service centers, facilities for the developmentally disabled, drug and alcohol services, geriatric care, personnel services, educational settings and other service areas. Human services workers assume many roles such as: case managers, advocates, teaching, group facilitators, outreach, mobilizers, consultants, planners, administrators, and evaluators. Students have ample opportunities to learn about community agencies and available occupations prior to graduation.

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### Graduation with Honors

An undergraduate student may graduate with Honors in Human Services provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in Human Services;
3. Recommendation by the faculty of the Human Services program.

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### Student Organizations

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Students in the Human Services major are eligible to join the Human Services Association.

#### Bachelor of Arts in Human Services

##### Total Course Requirements for the Bachelor's Degree\*

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

##### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

##### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

##### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

##### Minor Requirements

Single field major, no minor required or offered.

##### Major Requirements (57 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree. All courses applied to the major must be satisfied with a grade of C or better.

##### A. Common Core Courses (21 units)

###### 1. Interdisciplinary Courses:

- MAT 151. Elementary Statistics and Probability (3)
- BIO 250. Elements of Human Biology (3) or
- BIO 254. Human Biology (3)
- ANT 310. Culture and Personality (3) or
- ANT 389. Transmission of Culture (3)
- CDV 330. School Age Years (3) or
- CDV 360. Adolescence (3) or
- PSY 352. Psychology of Adult Development and Aging (3)
- SOC 320. The Family (3) or
- HIS 379. The Family in History (3)
- HEA 315. Interpersonal Skills in the Health Community (3)

###### 2. Human Services Courses (15 units):

- HUS 300. Introduction to Human Services (3)
- HUS 310. Helping and Professional Relationships (3)
- HUS 400. Case Management (3)
- HUS 410. Advanced Case Management with Special Populations (3)
- HUS 460. Research Methods for Human Services (3)

###### 3. Fieldwork Practicum (9 units):

- HUS 380. Fieldwork Practicum in Human Services I (1) and
- HUS 381. Seminar in Human Services I (2)
- HUS 390. Fieldwork Practicum in Human Services II (1) and
- HUS 391. Seminar in Human Services II (2)
- HUS 480. Fieldwork Practicum in Human Services III (1) and
- HUS 481. Seminar in Human Services III (2)

NOTE: Fieldwork and Seminar courses are to be taken concurrently. Fieldwork courses must be taken CR/NC. Seminar courses are graded A-F. Fieldwork courses must be taken sequentially.

B. Electives: Select four upper division courses in Child Development, Health Sciences, Human Services, Recreation and Leisure Studies, Anthropology, Psychology and Sociology with the assistance of an advisor. Electives must be from two different departments (12 units).

##### Mental Health Recovery Option (57 units)

##### A. Common Core Courses (18 units)

###### 1. Interdisciplinary Courses:

- MAT 151. Elementary Statistics and Probability (3)
- BIO 250. Elements of Human Biology (3) or
- BIO 254. Human Biology (3)
- ANT 310. Culture and Personality (3) or

- ANT 389. Transmission of Culture (3)
- CDV 330. School Age Years (3) or
- CDV 360. Adolescence (3) or
- PSY 352. Psychology of Adult Development and Aging (3)
- SOC 320. The Family (3) or
- HIS 379. The Family in History (3)
- HEA 315. Interpersonal Skills in the Health Community (3)
- 2. Human Services Courses (15 units):
  - HUS 300. Introduction to Human Services (3)
  - HUS 310. Helping and Professional Relationships (3)
  - HUS 400. Case Management (3)
  - HUS 410. Advanced Case Management with Special Populations (3)
  - HUS 460. Research Methods for Human Services (3)
- 3. Fieldwork Practicum (9 units):
  - HUS 380. Fieldwork Practicum in Human Services I (1) and
  - HUS 381. Seminar in Human Services I (2)
  - HUS 390. Fieldwork Practicum in Human Services II (1) and
  - HUS 391. Seminar in Human Services II (2)
  - HUS 484. Fieldwork Practicum in Mental Health Recovery (1) and
  - HUS 485. Seminary in Mental Health Recovery (2)
- 4. Required Mental Health Recovery Courses
  - HUS 307. Principles of Mental health recovery (3)
  - HUS 311. Interventions and strategies of Mental Health Recovery I (3)
  - HUS 368. Interventions and Strategies of Mental Health Recovery II (3)

**Electives:**

Select an upper division elective from Child Development, Health Sciences, Recreation and Leisure Studies, Anthropology, Psychology, and Sociology with the assistance of an Academic Advisor (3 units).

**Certificate in Communication Sciences and Disorders (36 units)****Mission and Goals Statement**

The Certificate program is aligned with the mission of the Human Services Program. This mission is to provide diverse members of the community a university education that focuses on the knowledge and skills required to help those in need. The goals of the program are to provide a broad interdisciplinary background of the knowledge and skills needed to help improve the quality of life of those in need; to provide the opportunity for specialization in either target populations or methods of intervention; through supervised fieldwork, to provide experience applying academic knowledge and skills in human services organizations.

**Program Description**

The Certificate in Communication Sciences and Disorders is a pre-professional program offering students the prerequisite knowledge that is required for education leading to a career as a Speech-Language Pathologist. Topics include speech and language development and disorders, relevant anatomy and physiology, audiology and audiometry, phonetic transcription of typical and disordered speech, and other topics as required by the American Speech-Language-Hearing Association and the Commission on Teacher Credentialing in California. Students will be prepared to enter MA/MS programs in Communication Sciences and Disorders or to partially meet state licensure requirements to become a Speech-Language Pathology Assistant.

**Features**

The Certificate in Communication Sciences and Disorders offers classes only in the evening and on Saturdays which allows students to work full or part time and complete the prerequisite courses required for admission into a graduate program. The program affords students the opportunity to observe certificated, licensed, and credentialed speech and language pathologists in clinical and school settings in the geographic area surrounding the university. The times that courses are offered accommodate students who live outside the immediate geographic area of CSUDH. Students are trained within a cohort model and are mentored throughout the certificate program.

**Academic Advisement**

Students may call the Coordinator directly at (310) 243-3075. The website for the Human Services Program is [www.csudh.edu/hhs/hd/programs/hd](http://www.csudh.edu/hhs/hd/programs/hd).

**Preparation**

Students must hold a BA/BS in a subject area not related to Communication Sciences and Disorders from an accredited institution and have a minimum 3.0 GPA.

**Career Possibilities**

Speech-Language Pathologists and Speech-Language Pathology Assistants work in a variety of settings that offer year round, 10 month, full time, part time, and/or per diem employment. Therapists work in public and nonpublic schools, preschools, community colleges, colleges and universities. They also work in hospitals, skilled nursing facilities, home health care, rehabilitation hospitals, individual and family services, out-patient care centers, and child care centers. Others choose to work for corporations, in the offices of physicians or other allied health practitioners, or own a private practice. Many speech and language pathology practitioners opt to work in more than one setting. These sites employ both Speech-Language Pathologists and Speech-Language Pathology Assistants.

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Required Courses (36 units)

CSD 341. Communication Sciences and Disorders (3)  
 CSD 342. Phonetics (3)  
 CSD 343. Speech and Language Development (3)  
 CSD 354. Anatomy and Physiology of the Speech and Swallowing Mechanism (3)  
 CSD 355. Audiology and Audiometry (3)  
 CSD 356. Clinical Methods and Procedures (3)  
 CSD 441. Speech Science (3)  
 CSD 442. Articulation and Phonologic Disorders (3)  
 CSD 443. Neurology and Neurogenic Disorders (3)  
 CSD 453. Childhood Language Disorders (3)  
 CSD 455. Voice and Fluency Disorders (3)  
 CSD 456. Aural Rehabilitation (3)

## Certificate in Mental Health Recovery (12 units)

## Program Description

Human Services offers a 12 unit certificate program to prepare individuals to enter the field of Mental Health Recovery. There is a growing demand for individuals to be trained in Mental Health Recovery theory and interventions in the mental health arena.

The field of mental health services delivery is changing with new requirements for training and knowledge in Mental Health Recovery. Included in the course of study are principles of mental health recovery, intervention and strategies, and supervised practicum field experience which will allow individuals an opportunity to apply their knowledge of mental health recovery.

## Eligibility Requirements

1. Minimum of 56 semester units of transferable college credit with a cumulative grade point average of at least 2.0. C or better and all grades of C or better in all transferable course work and have satisfied any high school subject deficiency in English and mathematics by equivalent course work (The maximum transferable credit accepted from a two year college in 70 semester units.) English composition, Speech, GE Math and Logic/Critical Thinking must also be completed.
2. Completion of Elementary Statistics with a grade of C or better.

## Career Possibilities

Individuals successfully completing the certificate program will be prepared for entry level positions in community mental health clinics, counseling centers, in-patient mental health hospitals, out-patient mental health centers, youth crisis shelters, substance abuse counseling and other mental health related fields which require mental health recovery knowledge and skills.

## Required Courses (12 units)

HUS 307. Principles of Mental Health Recovery (3).  
 HUS 311. Interventions and Strategies in Mental Health Recovery I (3)  
 HUS 368. Interventions and Strategies in Mental Health Recovery II (3)  
 HUS 484. Practicum in Mental Health Recovery (1) and  
 HUS 485. Seminary in Mental Health Recovery (2)

## Course Offerings

## Upper Division

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

## HUS 300 Introduction to Human Services (3).

Introduction to human services as a profession. Exploration of social forces that contribute to human needs, issues and problems related to planning, delivering and evaluating programs. Some site visits are required.

## HUS 307 Interventions and Strategies in Mental Health Recovery (3).

Prerequisite: HUS 300. Co-requisite: HUS 380 and HUS 381.

Examines the history of mental health treatment and the disparity between recent research findings and current treatment modalities. The concept of recover from mental illness will be presented with a focus on psychiatric rehabilitation (PSR) as a treatment modality support recovery.

## HUS 310 Helping and Professional Relationships (3).

Prerequisites: HUS 300. Co-requisites: HUS 380 and HUS 381.

An introductory course which will focus on developing helping skills with an emphasis on ethical and professional behavior. Verbal and non-verbal helping skills will be developed through lectured, demonstration and extensive role-playing practices.

## HUS 311 Interventions and Strategies of Mental Health Recovery I (3).

Prerequisites: HUS 300. Co-requisites: HUS 380 and HUS 381.

Examines interventions and strategies that enhance recovery from mental illness. Tools and skills needed as a mental health practitioner will be introduced, explored and practiced during the course.

HUS 368 Interventions and Strategies of Mental Health recovery II (3).

Prerequisites: HUS 300, HUS 307 and HUS 311. Co-requisites: HUS 380 and HUS 381.

This course will focus on the three major evidenced based therapies (Cognitive Behavior-CBT, Dialectical Behavioral-DBT, and Motivational Interviewing- MIT) that help people with severe and persistent mental illness.

HUS 380 Fieldwork Practicum in Human Services I (1).

Prerequisite: HUS 300. Co-requisite: HUS 310 and HUS 381 required.

This is the first of three supervised fieldwork experience with an emphasis on human services and educational settings. Students will examine structure and functioning, observe professional relationships and discover interagency network. Students will then begin to apply their knowledge to basic level helping skills with agency clients. May not be taken concurrently with any other fieldwork courses.

HUS 381 Seminar in Human Services I (2).

Prerequisite: HUS 300. Co-requisite: HUS 310 and HUS 380 required.

This is the first of three fieldwork seminar courses in Human Services which is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experience.

HUS 390 Fieldwork Practicum in Human services II (1).

Prerequisites: HUS 300, HUS 380 and HUS 381. Co-requisites: HUS 391 and HUS 400 required.

Second of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will apply their knowledge of human services theory and skills to intermediate level of helping with agency clientele. This course is taken concurrently with HUS 391 Seminary in Human Services II. May not be taken concurrently, however, with any other field work courses. CR/NC grading.

HUS 391 Seminar in Human Services II (2).

Prerequisites: HUS 300, HUS 380 and HUS 381. Co-requisite: HUS 390 and HUS 400 required.

This is the second of three fieldwork seminar courses in Human Services with is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences.

HUS 400 Case Management in Human Service Agencies (3).

Prerequisite: HUS 300. Corequisite: HUS 390 and HUS 391.

Models of institutional service delivery and case management systems. Principles of and critical issues in case management, including collaborative and interagency services.

HUS 410 Advanced Case Management - Working with Special Populations (3).

Prerequisites: HUS 300, HUS 310, HUS 380, HUS 381, HUS 390, HUS 391 and HUS 400 required. Co-requisites: HUS 480 and HUS 481.

This course will focus on introducing students to different populations commonly seen in human services agencies. This course will address theoretical underpinnings for human services and contain the basic description of best practice that will focus the student's attention on how to carry out certain functions ethically and competently.

HUS 460 Research Methods for Human Services (3).

Prerequisite: HUS 300. Elementary statistics.

This course is an overview of research methods in human services, including study design, sampling data collection and analysis, statistical techniques and report writing. Also included is a critical analysis of published research and examination of relevance of data to decision making.

HUS 480 Fieldwork Practicum in Human Services III (1).

Prerequisites: HUS 300, HUS 380, HUS 381, HUS 390 and HUS 391. Co-requisites: HUS 410 and HUS 481 required.

Third of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will apply their knowledge of human services theory and skills at an intermediate level of helping with agency clientele. This course is taken concurrently with HUS 481 Seminary in Human Services II. May not be taken concurrently, however, with any other fieldwork courses. Students complete 180 hours in their fieldwork placement. CR/NC grading.

HUS 481 Seminar in Human Services III (2).

Prerequisites: HUS 300, HUS 380 and HUS 381, HUS 390 and HUS 391. Co-requisites: HUS 410 and HUS 480 required.

This is the third of three fieldwork seminary courses in Human Services which is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences. Students must also do an oral case presentation of one of their clients. This course is taken concurrently with HUS 480 and cannot be taken concurrently with any other fieldwork course. Students complete 180 hours in their fieldwork placement.

HUS 484 Practicum in Mental Health Recovery (2).

Prerequisites: HUS 307 and HUS 311. Co-requisites: HUS 368 and HUS 485.

Supervised field experience with an emphasis on mental health recovery and working with the severely and persistently mentally ill. Students are placed in a community mental health agency where they will apply their knowledge and skills of mental health recovery. CR/NC grading.

HUS 485 Seminar in Mental Health Recovery (1).

Prerequisites: HUS 307 and HUS 311. Co-requisites: HUS 368 and HUS 484.

Weekly seminar course structured to facilitate the integration of mental health recovery knowledge and skills with practical field application. The seminar is designed to allow students to achieve integration of classroom learning with direct experiences in the agency setting.

Communication Sciences and Disorders

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CSD 341 Communication Sciences and Disorders (3).

Overview of normal and disordered communication, including speech, language, hearing, and swallowing impairments. Educational and clinical requirements for entry into the speech pathology profession. Introduction to the Code of Ethics of the American Speech, Language, Hearing Association (ASHA).

**CSD 342 Phonetics (3).**

Study of the physical and physiological bases of speech, the articulatory, acoustic and linguistic aspects of the sound system of standard and non-standard dialects of American English. Practice using the International Phonetic Alphabet (IPA) for broad and narrow transcription.

**CSD 343 Speech and Language Development (3).**

Prerequisite: General Education Linguistics or equivalent.

Study of the acquisition of phonology, morphology, semantics, syntax and pragmatics in typically developing children. Includes the biological, cognitive, and social bases of language acquisition, theories of language acquisition and an introduction to the acquisition of first and second languages.

**CSD 354 Anatomy and Physiology of the Speech and Swallowing Mechanism (3).**

Study of the anatomy and physiology of the speech and swallowing mechanism. The processes of respiration, phonation, resonance, articulation, and swallowing are included. An introduction to the central nervous system and the peripheral nervous system is provided.

**CSD 355 Audiology and Audiometry (3).**

Prerequisite: CSD 341

Anatomy and physiology of the outer, middle and inner ear and the central auditory processing system. Characteristics of hearing disorders including etiologies and risk factors. Methods and procedures used in assessing the auditory system and management of hearing disorders.

**CSD 356 Clinical Methods and Procedure (3).**

Prerequisites: CSD 341, CSD 342, CSD 343 and CSD 354.

Introduction to general principles and procedures for assessment and treatment of individuals with communicative disorders. Basic concepts of standardized and non-standardized evaluation procedures for children and adults. Theory and application of clinical writing. Multicultural considerations will be addressed.

**CSD 441 Speech Science (3).**

Prerequisites: CSD 341, CSD 342 and CSD 354.

Structure and function of neuromuscular systems used in respiration, phonation, and resonance-articulation. Introduction to the psychological and acoustic aspects of speech production and perception. Students are introduced to instrumentation for the acoustic and perceptual analysis of speech.

**CSD 442 Neurology and Neurogenic Disorders (3).**

Prerequisites: CSD 342, CSD 354, CSD 356 and CSD 441.

Anatomy and physiology of the nervous system as they relate to speech, language, hearing and swallowing. Clinical characteristics of neurogenic language disorders, apraxia of speech and dysarthria. Contemporary approaches to assessment and treatment. Disorders will be discussed across the lifespan.

**CSD 443 Disorders of Articulation and Phonology (3)**

Prerequisites: CSD 341, CSD 342, CSD 354, CSD 356 and CSD 441.

Examination of theories of normal and disordered acquisition of phonology and articulator production. Includes phonologic assessment methods, practice in the analysis of child speech samples, and contemporary approaches to intervention. Emphasis on speech profiles of special populations.

**CSD 454 Childhood Language Disorders (3).**

Prerequisites: CSD 341, CSD 342, CSD 343 and CSD 356.

Analysis of the components of language and how they relate to language disorders in children. Involves multiple diagnostic categories for language impairment, risk factors for language impairment, methods of prevention, assessment and clinical management. Emphasis on linguistic and cultural diversity.

**CSD 455 Disorders of Voice and Fluency (3)**

Prerequisites: CSD 341, CSD 342, CSD 343, CSD 356 and CSD 441.

Etiology, assessment, and therapy for disturbances in fluency of speech with emphasis on psychological, physiological, and linguistic variables correlated to dysfluent behaviors. Etiology, characteristics, clinical assessment and therapeutic management of functional and organic voice disorders throughout the lifespan.

**CSD 456 Aural Rehabilitation (3).**

Prerequisites: CSD 355 and CSD 441.

Nature of hearing impairment and impact on communicative function in children and adults. Theories and delivery methodologies for speech reading, hearing aid use, counseling, assessment and remediation of speech and language skills, auditory training, and educational placement for children.

**Infrequently Offered Courses**

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**HUS 396 Practicum in Human Services (3-6).**

Prerequisite: HUS 300. May not be taken concurrently with any other field course.

Supervised field experience, with an emphasis on human services and educational settings. Supervision emphasizes training and application of clinical, interviewing, and other helping skills, didactic methods, group techniques, methods of evaluation and/or other skills specific to fieldwork needs.

**HUS 496 Internship in Human Services (3-6).**

Prerequisites: HUS 396 Or PSY 396. May not be taken concurrently with any other fieldwork course.  
Survey of professional and ethical issues in the helping professions. Supervised internships in human services settings.

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**CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS**  
**2009-2010 Academic Calendar**

\*Subject to Change

**FALL SEMESTER 2009**

Fall 2009 Registration	Monday-Friday	April 27-August 28
Registration-fees due Thursday, July 2, 2009	Monday-Saturday	April 27-June 20*
Registration-fees due at time of registration	Monday-Saturday	June 22-September 12*
New Student Orientation	Various days	May - August
Academic Year Semester Begins	Monday	August 24
Fall Convocation	Monday	August 24
Instructional Preparation Day	Friday	August 28
Classes Begin	Saturday	August 29
Late Registration, Add/Drop	Saturday-Thursday	August 29- September 17*
Labor Day Holiday-Campus Closed	Monday	September 7
Instructor Drop Deadline	Friday	September 11, 12 pm*
Change of Program and Add/Drop Deadline	Thursday	September 17*
Credit/No Credit and Audit Grading Deadline	Thursday	September 17*
Drop without Record of Enrollment Deadline	Thursday	September 17*
Last Day to Drop from FT to PT Status with Refund	Thursday	September 17*
Serious and Compelling Reason Required to Drop/Withdraw	Friday-Thursday	September 18-November 19*
Spring 2010 Undergrad Graduation Application Deadline	Monday	September 21*
Student Census	Monday	September 28*
Last Day for Pro-rata Refund of Non-Resident Tuition and State University Fees	Tuesday	November 3
Veterans Day Holiday-Campus Closed	Wednesday	November 11
Spring 2010 Graduate Graduation Application Deadline	Thursday	November 19*
Serious Accident/Illness Required to Drop/Withdraw	Friday-Thursday	November 20-December 10*
Thanksgiving Holiday-Campus Closed	Thursday-Saturday	November 26-28
Thanksgiving Holiday-Campus Closed, Not a Holiday	Friday	November 27
Last Day of Scheduled Classes	Friday	December 11
Study Day	Saturday	December 12
Final Examination	Saturday-Friday	December 12-18
Grades Submission Begin	Tuesday	December 15
Evaluation Day	Friday	December 18
Final Grades Due	Tuesday	December 22, 3 p.m. *
Semester Ends	Tuesday	December 22

**WINTER SESSION 2010**

Monday-Friday

January 4-January 22

**SPRING SEMESTER 2010**

Spring 2010 Registration	Monday-Friday	November 9-January 22*
Registration (fees due Thursday, December 3, 2009)	Monday-Thursday	November 9-November 26*
Registration (fees due at time of registration)	Friday-Friday	November 27-January 22*
New Student Orientation	To Be Announced	
Martin Luther King, Jr. Holiday-Campus Closed	Monday	January 18
Semester Begins	Tuesday	January 19

CSU000201

Instructional Preparation Day	Friday	January 22
Classes Begin	Saturday	January 23
Late Registration	Saturday-Thursdays	January 23-February 11*
Change of Program and Add/Drop Deadline	Saturday-Thursdays	January 23-February 11*
Instructor Drop Deadline	Friday	February 5, 12 p.m. *
Credit/No Credit and Audit Grading Deadline	Thursday	February 11
Drop without Record of Enrollment Deadline	Thursday	February 11*
Last Day to Drop from FT to PT Status with Refund	Thursday	February 11*
Student Census	Friday	February 19*
Serious and Compelling Reason Required to Drop/Withdraw	Friday-Thursdays	February 12-April 22*
President's Day Holiday-No Classes-Campus Open	Monday	February 15
Spring Recess (includes Cesar Chavez Holiday)	Monday-Saturday	March 29-April 3
Last Day for Pro-rata Refund of Non-Resident Tuition and State University	Friday	March 26
Honors Convocation	Friday	April 16*
Serious Accident/Illness Required to Drop/Withdraw	Friday – Thursday	April 23-May 13*
Last Day of Scheduled Classes	Friday	May 14
Study Day	Saturday	May 15
Final Examination	Saturday-Friday	May 15-May 21
Grades Submission Begins	Tuesday	May 18
Graduate Commencement	Thursday	May 20
Undergraduate Commencement	Friday	May 21
Evaluation Day	Friday	May 21
Memorial Day Holiday-Campus Closed	Monday	May 31
Final Grades Due	Tuesday	May 25, 3 p.m.*
Semester/Academic Year Ends	Tuesday	May 25

#### **SUMMER SESSION 2010**

Monday-Friday

May 29-August 20

#### **SUMMER SESSION 2010**

Summer 2010 Registration	Monday-Friday	March 29—July 9
Session I	Saturday-Friday	May 29-July 9
Session II	Saturday - Friday	July 10-August 20*
Independence Day Campus Holiday/Classes Closed	Monday	July 5

CSU000202



# CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

## Academic Calendar 2010-2011 ACADEMIC YEAR

\*Subject to Change

### FALL SEMESTER 2010

Fall 2010 Registration	Monday-Friday	April 26-August 27
Registration (fees due Thursday, July 1, 2010)	Monday-Saturday	April 26-June 19*
Registration (fees due at time of registration)	Monday-Saturday	June 21-September 11*
New Student Orientation	Various days	May - August
Academic Year Semester Begins	Monday	August 23
Fall Convocation	Monday	August 23
Instructional Preparation Day	Friday	August 27
Classes Begin	Saturday	August 28
Late Registration, Add/Drop	Saturday-Thursday	August 28- September 16*
Labor Day Holiday- Campus Closed	Monday	September 6
Instructor Drop Deadline	Friday	September 10, 12 pm*
Change of Program and Add/Drop Deadline	Thursday	September 16*
Credit/No Credit and Audit Grading Deadline	Thursday	September 16*
Drop without Record of Enrollment Deadline	Thursday	September 16*
Last Day to Drop from FT to PT Status with Refund	Thursday	September 16*
Serious and Compelling Reason Required to Drop/Withdraw	Friday-Thursday	September 17-November 18*
Spring 2010 Undergraduate Graduation Application Deadline	Monday	September 20*
Student Census	Monday	September 27*
Last Day for Pro-rata Refund of Non- Resident Tuition and State University Fees	Tuesday	November 2
Veterans Day Holiday-Campus Closed	Thursday	November 11
Spring 2010 Graduate Graduation Application Deadline	Thursday	November 18*
Serious Accident/Illness Required to Drop/Withdraw	Friday-Thursday	November 19-December 9*
Thanksgiving Holiday- Campus Closed	Thursday-Saturday	November 25-27
Thanksgiving Holiday- Campus Closed, Not a Holiday	Friday	November 26
Last Day of Scheduled Classes	Friday	December 10
Study Day	Saturday	December 11
Final Examination	Saturday-Friday	December 11-17
Grades Submission Begin	Tuesday	December 14
Evaluation Day	Friday	December 17
Final Grades Due	Tuesday	December 21, 3 p.m. *
Semester Ends	Tuesday	December 21

**WINTER SESSION 2010**

Monday-Friday

January 3-January 21

**SPRING SEMESTER 2011**

Spring 2011 Registration	Monday-Friday	November 8-January 21*
Registration (fees due Thursday, December 2, 2010)	Monday-Thursday	November 8-November 25*
Registration (fees due at time of registration)	Friday-Friday	November 26-January 21*
New Student Orientation	To Be Announced	
Martin Luther King, Jr. Holiday-Campus Closed	Monday	January 17
Semester Begins	Tuesday	January 18
Instructional Preparation Day	Friday	January 21
Classes Begin	Saturday	January 22
Late Registration	Saturday-Thursday	January 22-February 10*
Change of Program and Add/Drop Deadline	Saturday-Thursday	January 22-February 10*
Instructor Drop Deadline	Friday	February 4, 12 p.m. *
Credit/No Credit and Audit Grading Deadline	Thursday	February 10
Drop without Record of Enrollment Deadline	Thursday	February 10*
Last Day to Drop from FT to PT Status with Refund	Thursday	February 10*
Student Census	Friday	February 18*
Serious and Compelling Reason Required to Drop/Withdraw	Friday-Thursday	February 11-April 21*
President's Day Holiday-No Classes-Campus Open	Monday	February 21
Spring Recess (includes Cesar Chavez Holiday)	Monday-Saturday	March 28-April 2
Last Day for Pro-rata Refund of Non-Resident Tuition and State University	Friday	March 25
Honors Convocation	Friday	April 15
Serious Accident/Illness Required to Drop/Withdraw	Friday – Thursday	April 22-May 12*
Last Day of Scheduled Classes	Friday	May 13
Study Day	Saturday	May 14
Final Examination	Saturday-Friday	May 14-May 20
Grades Submission Begins	Tuesday	May 17
Commencement	Friday	May 20
Evaluation Day	Friday	May 20
Memorial Day Holiday-Campus Closed	Monday	May 30
Final Grades Due	Wednesday	May 25, 3 p.m.*
Semester/Academic Year Ends	Wednesday	May 25

CSU000199


**SUMMER SESSION 2011** Monday-Friday

May 28-August 19

**SUMMER SESSION 2011**

Summer 2011 Registration	Monday-Friday	March 28- July 8
Session I	Saturday-Friday	May 28-July 8
Late Registration (Session I)	Saturday-Friday	May 28-July 8
Adds (Session I)	Saturday-Friday	May 28-July 8
Drops (Session I)	Saturday-Friday	May 28-July 8
Independence Day Campus Holiday/Classes Closed	Monday	July 4
Session II	Saturday-Friday	July 9-August 19
Late Registration (Session II)	Saturday-Friday	July 9-August 19
Adds (Session II)	Saturday-Friday	July 9-August 19
Drops (Session II)	Saturday-Friday	July 9-August 19

CSU000200

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Campus Transcript

Print

ID: [REDACTED] Tarikh Demekpe

[Report Manager](#)**Undergraduate Unofficial Coursework**

California State University, Dominguez Hills

Name : Tarikh Demekpe

Student ID: [REDACTED]

Birthdate : [REDACTED]

Print Date : 2011-03-21

## - - - - - Beginning of Undergrad and Ext Ed Credit Record - - - - -

**Fall 2006**

Program : UGRD Degree and Certificates

Plan : Physics:Physical Science Major

HUM	314	Key Issues	3.00	0.00	IC	
Repeated		: Repeated-Exclude from Units and GPA				
Notes		: Lapsed Incomplete 18-DEC-07				
PSY	363	The Abnormal Personality	3.00	0.00	F	
Repeated		: Repeated-Exclude from Units and GPA				
SBS	318	Cultural Pluralism:	3.00	3.00	C	6.00C
SOC	383	Blk Comts:Class/Stat/Power	3.00	3.00	C	6.00C
TERM GPA :		2.000	TERM TOTALS :	6.00	6.00	12.00C

Probation

**Spring 2007**

Program : UGRD Degree and Certificates

Plan : Physics:Physical Science Major

PSY	368	Human Sexuality	3.00	3.00	D	3.00C
SMT	310	Science And Technology	3.00	3.00	D	3.00C
SOC	331	Minority Racial Ethnc Rel	3.00	3.00	C	6.00C
Notes		: Grd Chg by Petition 03/10/09				
SOC	362	Gangs & Adoles Subcultrs	3.00	3.00	C	6.00C
Notes		: "I" Work Completed 05/31/09				
Notes		: 08/03/2009 Completion of Incomplete Grade				
TERM GPA :		1.500	TERM TOTALS :	12.00	12.00	18.00C

[https://cmsweb.csudh.edu/bsc/HDHPRD/EMPLOYEE/HRMS/c/MANAGE\\_ACADEMIC...](https://cmsweb.csudh.edu/bsc/HDHPRD/EMPLOYEE/HRMS/c/MANAGE_ACADEMIC...) 3/21/2011  
CSU000114

## Probation

## Fall 2008

Program : UGRD Degree and Certificates

Plan : Human Services Major

HUM	314	Key Issues	3.00	3.00 C	6.00C
Course Topic(s): Encountering the Other					
Encountering the Other					
Repeated : Repeated-Include GPA and Units					
HUS	300	Intro To Human Services	3.00	3.00 B-	8.10C
PSY	363	The Abnormal Personality	3.00	3.00 D	3.00C
Repeated : Repeated-Include GPA and Units					
SOC	320	The Family	3.00	0.00 D+	
Repeated : Repeated-Exclude from Units and GPA					
TERM GPA :		1.900	TERM TOTALS :	9.00	9.00 17.10C

## Probation

## Wntr 2009

Program : UGRD Degree and Certificates

Plan : Human Services Major

SOC	320	The Family	3.00	3.00 B-	8.10C
TERM GPA :		2.700	TERM TOTALS :	3.00	3.00 8.10C

## Probation

## Sprng 2009

Program : UGRD Degree and Certificates

Plan : Human Services Major

HEA	315	Interpers Skills Hea Com	3.00	3.00 B	9.00C
HUS	310	Helping & Prof. Relationships	3.00	3.00 B	9.00C
HUS	380	Fieldwork in HUS I	1.00	1.00 CR	
HUS	381	Seminar in Human Services I	2.00	2.00 A-	7.40C
PSY	367	Effective Comm Skills	3.00	3.00 C+	6.90C
TERM GPA :		2.936	TERM TOTALS :	12.00	12.00 32.30C

## Good Standing

## Summ 2009

Program : UGRD Degree and Certificates

Plan : Human Services Major

Withdrew : 2010-03-30

**Fall 2009**

Program : UGRD Degree and Certificates

Plan : Human Services Major

CDV	360	Adolescence	3.00	3.00 C	6.00C
HUS	390S	Field Practicum in HUS II	1.00	1.00 CR	
Notes	: "I" Work Completed 05/11/10				
Notes	: 06/14/2010 Completion of Incomplete Grade				
HUS	391	Seminar in HUS II	2.00	2.00 C	4.00C
Notes	: "I" Work Completed 05/11/10				
Notes	: 06/14/2010 Completion of Incomplete Grade				
HUS	400	Case Management	3.00	0.00 C-	
Repeated	: Repeated-Exclude from Units and GPA				
PSY	363	The Abnormal Personality	3.00	3.00 B-	8.10C
Repeated	: Repeated-Include GPA and Units				
SOC	364	Corrections	3.00	3.00 B+	9.90C
TERM GPA :	2.545	TERM TOTALS :	12.00	12.00	28.00C

Good Standing

**Spring 2010**

Program : UGRD Degree and Certificates

Plan : Human Services Major

ANT	312	Language And Culture	3.00	3.00 B	9.00C
ENG	350	Advanced Composition	3.00	0.00 NC	
HUS	400	Case Management	3.00	3.00 B	9.00C
Repeated	: Repeated-Include GPA and Units				
HUS	410	Advanced Case Management	3.00	3.00 B	9.00C
HUS	460	Research Methods for HUS	3.00	0.00 D	
Repeated	: Repeated-Exclude from Units and GPA				
HUS	480	Fieldwork in HUS III	1.00	1.00 CR	
HUS	481	Seminar in Human Services III	2.00	2.00 B-	5.40C
TERM GPA :	2.945	TERM TOTALS :	15.00	12.00	32.40C

Good Standing

**Summ 2010**

Program : UGRD Degree and Certificates

Plan : Human Services Major

ENG	350	Advanced Composition	3.00	0.00 NC	
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HUS	460	Research Methods for HUS	3.00	3.00 D+	3.90C
Repeated : Repeated-Include GPA and Units					
TERM GPA :	1.300	TERM TOTALS :	6.00	3.00	3.90C

Good Standing

**Undergrad and Ext Ed Credit Career Totals**

CUM GPA :	2.164	CUM TOTALS :	154.00	139.00	313.80C
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- - - - - **Transfer Credits** - - - - -**Transfer Credit from Compton Community College**

Applied Toward UGRD Degree and Certificates Program

Course Trans GPA:	3.000	Transfer Totals :	6.00	6.00	18.00C
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**Transfer Credit from El Camino College District**

Applied Toward UGRD Degree and Certificates Program

Course Trans GPA:	1.455	Transfer Totals :	11.00	8.00	16.00C
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**Transfer Credit from Los Angeles Trade-Technical College**

Applied Toward UGRD Degree and Certificates Program

Course Trans GPA:	2.000	Transfer Totals :	3.00	3.00	6.00C
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**Transfer Credit from Santa Monica College**

Applied Toward UGRD Degree and Certificates Program

Course Trans GPA:	1.000	Transfer Totals :	4.00	4.00	4.00C
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**Transfer Credit from Los Angeles Southwest College**

Applied Toward UGRD Degree and Certificates Program

Course Trans GPA:	2.020	Transfer Totals :	50.00	50.00	101.00C
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**Transfer Credit from West Los Angeles College**

Applied Toward UGRD Degree and Certificates Program

Course Trans GPA:	3.400	Transfer Totals :	5.00	5.00	17.00C
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Los Angeles  
Community College District

Los Angeles Southwest College

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☎ 323-241-5225 URL: www.lasc.edu

## STUDENT PERMANENT RECORD

PAGE 1

STUDENT ID: [REDACTED] NAME: DEMEKPE TARIKH  
SOC. SEC. NO: [REDACTED]

## DEGREE/CERTIFICATE AND DATE CONFERRED:

ASSOC OF SCI. IN Electronics Technology - JUN 2006  
CERT OF COMPL IN Electronics Technology - DEC 2005  
SKILL CERT. IN Telecom and Network Technician Certificate - JUN 2004

COURSE NO	DESCRIPTION	UNITS	ATT	COMP	GRADE	CODE	POINTS	TR
FALL 2000 (09/04/2000-12/24/2000)								
GEOG 001	PHYSICAL GEOGRAPHY	( 3.00)	( 0.00)	( F )	14	( 0.00)	SU	
COURSE REPEATED SUBSEQUENTLY (GRADE/UNITS NOT USED)								
SEMESTER	GPA=0.000	0.00	0.00				0.00	
CUMULATIVE (FROM FA'2000)	GPA=0.000	0.00	0.00				0.00	
SPRING 2001 (02/05/2001-06/10/2001)								
GEOG 001	PHYSICAL GEOGRAPHY	( 3.00)	( 0.00)	( F )	23	( 0.00)	SU	
ACADEMIC RENEWAL (GRADE/UNITS NOT USED)								
HEALTH 011	PRIN HEALTHFUL LIVNG	( 3.00)	( 0.00)	( F )	14	( 0.00)	SU	
COURSE REPEATED SUBSEQUENTLY (GRADE/UNITS NOT USED)								
SEMESTER	GPA=0.000	0.00	0.00				0.00	
CUMULATIVE (FROM FA'2000)	GPA=0.000	0.00	0.00				0.00	
FALL 2001 (09/03/2001-12/23/2001)								
HISTORY 011	POL&SOC HIST U S 1	( 3.00)	0.00	W			0.00	SU
GEOLOGY 001	PHYSICAL GEOLOGY	( 3.00)	0.00	W			0.00	SU
SEMESTER	GPA=0.000	0.00	0.00				0.00	
CUMULATIVE (FROM FA'2000)	GPA=0.000	0.00	0.00				0.00	
SPRING 2002 (02/04/2002-06/09/2002)								
ELECTRN 113	COMPUTER NETWORKING	4.00	4.00	C			8.00	CS
ELECTRN 056	COMPUTER CIRCUITS	( 3.00)	( 0.00)	( F )	14	( 0.00)	CS	
COURSE REPEATED SUBSEQUENTLY (GRADE/UNITS NOT USED)								
ELECTRN 057	COMP CIRC LAB	( 1.00)	( 0.00)	( F )	14	( 0.00)	CS	
COURSE REPEATED SUBSEQUENTLY (GRADE/UNITS NOT USED)								
SEMESTER	GPA=2.000	4.00	4.00				8.00	
CUMULATIVE (FROM FA'2000)	GPA=2.000	4.00	4.00				8.00	
FALL 2002 (09/02/2002-12/22/2002)								
ELECTRN 002	INTRO TO ELECTRONICS	3.00	3.00	C			6.00	CS

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DEMEKPE TARIKH

LINDA J. DANIELS,  
REGISTRAR

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## STUDENT PERMANENT RECORD

PAGE 2

 STUDENT ID: [REDACTED] NAME: DEMEKPE TARIKH  
 SOC. SEC. NO: [REDACTED]

COURSE NO		DESCRIPTION	UNITS		ATT	COMP	GRADE	CODE	POINTS	TR
FALL 2002 (09/02/2002-12/22/2002) CON'T										
SEMESTER		GPA=2.000	3.00	3.00					6.00	
CUMULATIVE (FROM FA'2000)		GPA=2.000	7.00	7.00					14.00	
WINTER 2003 (01/06/2003-02/09/2003)										
ELECTRN 116		COMPUTER A+ NETWORK	2.00	2.00	C				4.00	
SEMESTER		GPA=2.000	2.00	2.00					4.00	
CUMULATIVE (FROM FA'2000)		GPA=2.000	9.00	9.00					18.00	
SPRING 2003 (02/10/2003-06/09/2003)										
ELECTRN 056		COMPUTER CIRCUITS	3.00	3.00	C				6.00	CS
ELECTRN 057		COMP CIRC LAB	1.00	1.00	C				2.00	CS
SEMESTER		GPA=2.000	4.00	4.00					8.00	
CUMULATIVE (FROM FA'2000)		GPA=2.000	13.00	13.00					26.00	
FALL 2003 (09/01/2003-12/21/2003)										
ELECTRN 112		COM SERV TECH	4.00	4.00	C				8.00	CS
SEMESTER		GPA=2.000	4.00	4.00					8.00	
CUMULATIVE (FROM FA'2000)		GPA=2.000	17.00	17.00					34.00	
SPRING 2004 (02/09/2004-06/07/2004)										
POL SCI 001		GOVERNMENT OF U S	3.00	3.00	C				6.00	SU
ENGLISH 028		INT READING & COMP	3.00	0.00	F				0.00	
HEALTH 011		PRIN HEALTHFUL LIVING	3.00	3.00	D	17			3.00	SU
SEMESTER		GPA=1.000	9.00	6.00					9.00	
CUMULATIVE (FROM FA'2000)		GPA=1.653	26.00	23.00					43.00	
SUMMER 2004 (06/14/2004-08/22/2004)										
ENGLISH 028		INT READING & COMP	( 3.00 )	( 0.00 )	( F )	14			( 0.00 )	
COURSE REPEATED SUBSEQUENTLY (GRADE/UNITS NOT USED)										
SEMESTER		GPA=0.000	0.00	0.00					0.00	
CUMULATIVE (FROM FA'2000)		GPA=1.653	26.00	23.00					43.00	

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 LINDA J. DANIELS  
 REGISTRAR

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## STUDENT PERMANENT RECORD

PAGE 3

 STUDENT ID: [REDACTED] NAME: DEMEKPE TARIKH  
 SOC. SEC. NO: [REDACTED]

COURSE NO		DESCRIPTION	ATT	COMP	GRADE	CODE	POINTS	TR
FALL 2004 (08/30/2004-12/19/2004)								
PHYSICS 006	SEMESTER	GENERAL PHYSICS 1 GPA=2.000	4.00 4.00	4.00 4.00	C		8.00 8.00	SU
CUMULATIVE (FROM FA'2000)		GPA=1.700	30.00	27.00			51.00	
WINTER 2005 (01/03/2005-02/06/2005)								
MUSIC 101	SEMESTER	FUND OF MUSIC INTRO CO THEIR USE GPA=2.500	3.00 3.00 6.00	3.00 3.00 6.00	B C		9.00 6.00 15.00	SU SU
CUMULATIVE (FROM FA'2000)		GPA=1.833	36.00	33.00			66.00	
SPRING 2005 (02/07/2005-06/06/2005)								
PHILOS 001	SEMESTER	INTRO TO PHILOS APRI-AMER HIST US 1 GENERAL PSYCHOLOGY 1	3.00 3.00 3.00	3.00 3.00 3.00	C C C		6.00 6.00 6.00	SU SU SU
CO SCI 691	SEMESTER	COMPUTER PROG LAB MATH FUNDAMENTALS A MEASUR & TEST LAB 1	1.00 ( 1.00) 1.00	1.00 0.00 1.00	A NCR B		4.00 0.00 3.00	
LRNSKIL 010A	SEMESTER	BODY CONDITIONING	1.00	1.00	A		4.00	SU
CHEM 051	SEMESTER	FUND CHEM I	( 5.00)	( 0.00)	( F )	14	( 0.00)	CS
COURSE REPEATED SUBSEQUENTLY (GRADE/UNITS NOT USED)								
SEMESTER		GPA=2.416	12.00	12.00			29.00	
SEMESTER W/O NDA		GPA=2.416	12.00	12.00			29.00	
CUMULATIVE (FROM FA'2000)		GPA=1.979	48.00	45.00			95.00	
CUMULATIVE W/O NDA		N/A						
SUMMER 2005 (06/13/2005-08/28/2005)								
CO SCI 691	SEMESTER	COMPUTER PROG LAB COMPUTER PROG LAB GPA=4.000	1.00 1.00 2.00	1.00 1.00 2.00	A A		4.00 4.00 8.00	
CUMULATIVE (FROM FA'2000)		GPA=2.060	50.00	47.00			103.00	
CUMULATIVE W/O NDA		N/A						

\*\* PERMANENT RECORD AS OF 02/27/2007 -- CONTINUED ON NEXT PAGE \*\*

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 LINDA J. DANIELS,  
 REGISTRAR

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CSU000120


**Los Angeles  
Community College District**
**Los Angeles Southwest College**

 1600 W. Imperial Highway • Los Angeles, CA 90047  
 ☎ 323-241-5225 URL: www.laac.edu

## STUDENT PERMANENT RECORD

PAGE 4

 STUDENT ID: [REDACTED] NAME: DEMEKPE TARIKH  
 SOC. SEC. NO: [REDACTED]

		UNITS		GRADE		POINTS TR	
COURSE NO	DESCRIPTION	ATT	COMP	GRADE	CODE	POINTS	TR
FALL 2005 (09/05/2005-12/25/2005)							
ELECTRN 041	MEASUR & TEST LAB 1	1.00	1.00	B		3.00	
ELECTRN 008	ELECTRON DEVICES	4.00	4.00	B		12.00	CS
SEMESTER	GPA=3.000	5.00	5.00			15.00	
CUMULATIVE (FROM FA'2000)	GPA=2.145	55.00	52.00			118.00	
CUMULATIVE W/O NDA	N/A						
WINTER 2006 (01/02/2006-02/05/2006)							
MATH 115	ELEMENTARY ALGEBRA	5.00	5.00	B		15.00	
SEMESTER	GPA=3.000	5.00	5.00			15.00	
CUMULATIVE (FROM FA'2000)	GPA=2.216	60.00	57.00			133.00	
CUMULATIVE W/O NDA	N/A						
SPRING 2006 (02/06/2006-06/05/2006)							
LRNSKIL 002A	ENGLISH FUNDAMNTLS A	( 1.00)	0.00	NCR		0.00	NDA
LRNSKIL 003C	VOCAB DEVELOPMENT C	( 1.00)	0.00	NCR		0.00	NDA
CHEM 051	FUND CHEM I	5.00	5.00	D		5.00	CS
MATH 125	INTERMEDIATE ALGEBRA	5.00	5.00	B		15.00	
SEMESTER	GPA=2.000	10.00	10.00			20.00	
SEMESTER W/O NDA	GPA=2.000	10.00	10.00			20.00	
CUMULATIVE (FROM FA'2000)	GPA=2.185	70.00	67.00			153.00	
CUMULATIVE W/O NDA	N/A						

## MEMORANDA

TRANSFER UNITS FROM: COMPTON C; WLAC; LATTC

 NOTE: SYMBOL 'NDA' IN THE 'TR' (TRANSFERABILITY) COLUMN  
 INDICATES NON-DEGREE APPLICABLE COURSES.

\*\*\* END OF PERMANENT RECORD AS OF 02/27/2007 \*\*\*

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 LINDA J. DANIELS  
 REGISTRAR

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CSU000121

Compton Community College  
1111 E. Artesia Blvd  
Compton, CA 90221

\*OFFICIAL\* TRANSCRIPT

Student ID #: [REDACTED]  
Student Name: DEMEKPE, TARIKH J  
SSN #: [REDACTED]

Page 1 of 1  
Birthdate: [REDACTED]  
Date Printed: 03/09/2006

Degree: N/A  
Award Date: N/A

SPRING 2005

PHIL 3	Introduction to Logic	3.0	C	6.00	UC/CSU
SPCH 2	Public Speaking	3.0	A	12.00	UC/CSU
	GPA	UNITS	UNITS	GRADE	
		ATTEM	COMPL	POINTS	
SEM:	3.00	6.00	6.00	18.00	
CUM:	3.00	6.00	6.00	18.00	

SUMMER 1 2005

ENGL 12	* English: Grammar, Writing, an	3.0	C	6.00	
	GPA	UNITS	UNITS	GRADE	
		ATTEM	COMPL	POINTS	
SEM:	2.00	3.00	3.00	6.00	
CUM:	2.67	9.00	9.00	24.00	

Courses in Progress

Codes: '\*' No baccalaureate credit. '+' Meet state req. history or government. '...' Repeat/Delete.  
'{ }' Grade - Units not completed. '( )' Grade - Units not included (Repeated). '[ ]' High School.

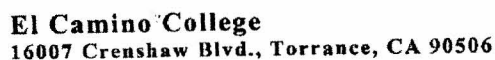
Transfer: CSU = Transfer CSU. CU = Transfer CU/CSU.

FEDERAL LAW PROHIBITS ACCESS TO THIS RECORD BY ANY OTHER PARTY WITHOUT CONSENT OF THE STUDENT.

I certify that the above information is correct and that this student is entitled to honorable dismissal unless otherwise stated.

pt

CSU000122



~~Demakne Tarikh~~

DOB: [REDACTED]  
High School: Inglewood High 1998

September 15 2008

46  
YP

ECC	CSU	UC	CAN	Course	Course Title	Grade	Units	Units	Grade	GPA	Final
GE	GE	GE	NO.	No.			Req.	Grnd.	Points		Code

## Fall Semester 1999

H	D6	3D	XXXXXX HIST 4	Hist Modern Civilization	W	( 3.00)				
C	E1		C H 1	Pers/Community Health Prob	W	( 3.00)				
			ART8 ART 10AB	Drawing Fundamentals I	W	( 3.00)				
			SEMESTER TOTAL	WINC: 9.00		0.00	0.00	0.00	0.00	0.00
			CUMULATIVE TOTALS	WINC: 9.00		0.00	0.00	0.00	0.00	0.00
			In Good Standing							

## Summer Term 2003

SB	DO	40	GOVT2	P S 1	Governments US/Calif	F	3.00			
			ENGL A		Writing the College Essay	NC	( 3.00)			
			SEMESTER TOTAL		WINC: 3.00		3.00	0.00	0.00	0.00
			CUMULATIVE TOTALS		WINC: 12.00		3.00	0.00	0.00	0.00
			Progress Probation Lev 1							

## Spring Semester 2008

LB	93	2D	STAT2 MATH 150	Elementry Statistics W/Probability W	( 4.00)				
M									
			SEMESTER TOTAL	WINC: 4.00		0.00	0.00	0.00	0.000
			CUMULATIVE TOTALS	WINC: 16.00		3.00	0.00	0.00	0.000
			Progress Probation Lev 1						

## Summer Session 2008

N	85	56	ANATOMY 30	Essentials Anatomy/Physiol	C	4.00	4.00	8.00		
LB	83	20	STAT2	MATH 150	Elem Probability/Stats	C	4.00	4.00	8.00	
M										
			SEMESTER TOTAL				8.00	8.00	16.00	2.000
			CUMULATIVE TOTALS				11.00	8.00	16.00	1.455
			WINC: 16.00							
			* DEGREE APPLICABLE SUMMARY WINC: 16.00				11.00	8.00	16.00	1.455
			TRANSFER UNIT SUMMARY WINC: 13.00				11.00	8.00	16.00	1.455
			* Total Units may include CR/NC Courses							

### LEGEND

H High School  
Credit

L Academic  
Renewal  
Board Policy  
#6129

The above courses are not included in the cumulative totals nor semester total.

ap = Advanced Placement  
ex = Credit by Exam  
mc = Military Service Credit

X\_M = Repeat  
R = Repeat

WINC = Withdrawal  
Incomplete

( ) Units not included in GPA  
HBS

\* CR units not included in GPA HRS but in HRS COMPT

Grade	Points
A-Excellent	4
B-Good	3
C-Average	2
D-Passing	1
F-Failing	0
CR-Credit	0
NC-No Credit	0

Page 1 of 1

Demekpe, Tarikh



SEP 15 08

RECEIVED  
SEP 15 2008

THIS TRANSCRIPT IS THE ACADEMIC RECORD FOR THE PERIOD OF JANUARY 1983 TO PRESENT

I CERTIFY THAT THE ABOVE INFORMATION IS CORRECT AND THAT THIS STUDENT IS ENTITLED TO HONORABLE DISMISSAL. FEDERAL LAW PROHIBITS ACCESS TO THIS RECORD BY ANY OTHER PARTY WITHOUT THE WRITTEN CONSENT OF THE STUDENT.

CSU000123





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**Los Angeles  
Community College District**

**West Los Angeles College**

9000 Overland Ave. • Culver City, CA 90230  
☎ 310-287-4200 URL: www.wlac.edu

**STUDENT PERMANENT RECORD**

PAGE 1

STUDENT ID: [REDACTED] NAME: DEMEKPE TARIKH  
SOC. SEC. NO.: [REDACTED]

*OG  
X/C - Y/C*

COURSE NO	DESCRIPTION	UNITS		GRADE	CODE	POINTS	TR
		ATT	COMP				
SPRING 2005 (02/14/2005-06/13/2005)							
THEATER 110	HIST WORLD THEATER	3.00	3.00	B		9.00	SU
SEMESTER	GPA=3.000	3.00	3.00			9.00	
CUMULATIVE (FROM SP'2005)	GPA=3.000	3.00	3.00			9.00	
SUMMER 2006 (06/19/2006-08/27/2006)							
PERSDEV 005	COLLEGE SURVIVAL	2.00	2.00	A		8.00	CS
SEMESTER	GPA=4.000	2.00	2.00			8.00	
CUMULATIVE (FROM SP'2005)	GPA=3.400	5.00	5.00			17.00	
*** END OF PERMANENT RECORD AS OF 08/01/2006 ***							

The final grades for Summer 2006 semester are not available for all courses, therefore this transcript may not reflect all of the student's final grades.

*2006  
Tari*

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TARIKH DEMEKPE

**RECEIVED**

AUG 1 2006

LAWRENCE JARMON  
DEAN OF STUDENT SERVICES

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CSU000126



**Carol Tubbs**

---

**From:** Helen Oesterheld  
**Sent:** Thursday, June 03, 2010 2:31 PM  
**To:** tdemekpe@toromail.csudh.edu  
**Cc:** Carol Tubbs  
**Subject:** ENG 350-10  
**Importance:** High

Dear Tarikh,

I am writing to update you on the situation with Ms. Robertson, your ENG 350-10 teacher in spring 2010.

She has indicated that you were absent from class 10 times and that you logged 9 tardies, which contributed to your NC in the class.

Further, she indicated that formal written work you handed in often did not meet the minimum length requirements, which hurt your grade. She also said that the content of those papers frequently contained a lot of strung-together quotes and not enough of your own analysis and discussion.

Thus, your NC resulted from a combination of numerous missed classes, too-short papers, and work that did not meet passing standards.

If you wish to discuss this situation further, please call 310-243-3322 to make an appointment to see me. I am in on Mondays and Thursdays throughout the summer.

Thank you,  
Dr. Oesterheld

6/3/2010

CSU000310

June 8, 2010

Dear Members of the Board

I am appealing my final grade in English 350. I attended class regularly and in a timely manner. My assignments were well written, organized and lengthy, but unfairly graded. I worked hard throughout the semester. I compared my papers to other student's papers in my class and mine were as just as good, if not better. I am requesting that all of my assignments be evaluated. I cannot receive my degree until this matter has been resolved. Thank you for considering my request.

Sincerely,

Tarikh Demekpe  
Student # 104722956  
1410 E. 41<sup>st</sup> street Apt #9  
Los Angeles, Ca 90011  
Phone # 323-750-5442

CSU000292



California State University  
**Dominguez Hills**

---

**College of Arts and Humanities, Office of the Dean- ERC G503**  
Carson, CA 90747-0001 (310) 243-3389 Fax: (310) 516-4268

MEMORANDUM

June 14, 2010

**RECEIVED**

**JUN 15 2010**

ACADEMIC AFFAIRS  
PERSONNEL SERVICES

TO: Student Grade Appeal Committee  
and  
Gus Martin, Vice President of Faculty Affairs

FROM: *Carol Ann Tubbs*  
Carol Ann Tubbs, Acting Associate Dean  
College of Arts and Humanities

SUBJECT: Grade Appeal for Tarikh Demekpe

Please process this grade appeal for Tarikh Demekpe regarding ENG 350. Every attempt to resolve this situation at the Dean's level has been unsuccessful. The grade of NC issued appears to be correct according to the faculty grade records. On the syllabus it states that a student's grade will be lowered one half a grade for each absence beyond two. Mr. Demekpe had 10 absences and 9 tardies. The professor also indicated that Mr. Demekpe's essays were too short. However, I could not find a length requirement stated on the syllabus. The following items are included:

- Letter of grade appeal request from Tarikh Demekpe
- Letter from the Chair of English, Dr. Helen Oesterheld
- Attachments to the letter from the Chair of English
- Copy of grade book for ENG 350 – C. Robertson
- Syllabus for ENG 350
- Final Composition Co-op exam
- Email from Dr. Oesterheld to Mr. Demekpe
- Classroom essay assignments and rewrites

If you need additional information, please do not hesitate to contact me.

CSU000288



California State University  
**Dominguez Hills**

---

**DEPARTMENT OF ENGLISH**  
**COLLEGE OF ARTS AND HUMANITIES**  
1000 East Victoria Street • Carson, CA 90747  
(310) 243-3322

Date: June 14, 2010

To: Carol Tubbs, Associate Dean, College of Arts and Humanities

From: Helen Oesterheld, Chair of English *Helen Oesterheld*

Re: Grade Dispute · ENG 350-10 · Tarikh Demekpe

---

I am writing in response to Tarikh Demekpe's (104722956) request for a grade appeal in ENG 350-10 taught by Carolyn Robertson (spring 2010). After reviewing the details of Mr. Demekpe's complaint and speaking to the involved parties, I do not recommend that his grade appeal be approved.

I met with Mr. Demekpe on May 6, 2010 in my office. In the meeting, Mr. Demekpe indicated he'd been unfairly evaluated on his formal papers by Ms. Robertson and that she caused him to receive a "D+" grade on the Composition Co-op, a mandatory timed writing test administered in Week 9 of all sections of English 350 (see Attachment 2, my notes from this meeting). The Composition Co-op is blind-scored by two ENG faculty members using a holistic scoring method and the instructor does not read or score his or her own students' exams (see Attachment 1, Mr. Demekpe's scored Comp Co-Op Exam). When I explained this circumstance to Mr. Demekpe, he seemed to withdraw the accusation that his exam was scored unfairly at Ms. Robertson's direction but he did wish to pursue a complaint about how his other work was graded, which he believed was motivated, at least in part, by racial prejudice.

That same day, I received a written communication from Ms. Robertson that detailed some of her reasons for awarding him an "NC" in the class. That message is included here as Attachment 3. In it, Mrs. Robertson notes that Mr. Demekpe was absent from class ten times and he came to class late another nine times. This number of absences and tardies alone is grounds for failure in the class, according to Ms. Robertson.

On May 24, 2010, I spoke to Ms. Robertson by phone and asked her to elaborate on the quality of Mr. Demekpe's formal written work, given his allegation of unfair evaluation (bottom of Attachment 3). In that conversation, Mrs. Robertson indicated to me that Mr. Demekpe's essays were often shorter than the minimum length requirement (grounds for an "NC" in her course); in addition, they often did not include enough of Mr. Demekpe's own analysis to be of passing quality. Mr. Demekpe's graded papers note these shortcomings.

---

CSU000290

I have examined the formal papers and timed writings Mr. Demekpe wrote for ENG 350-10 and have concluded that Ms. Robertson's evaluation of his work abides by departmental standards and that there is no evidence of unfair or unreasonable evaluation.

Mr. Demekpe earned no grade higher than a "C" on any assignment for ENG 350-10 and he missed the equivalent of 14 classes (ten actual absences and eight tardies). Based on guidelines stated in the syllabus (Attachment 5), Mr. Demekpe's final grade was calculated correctly. Ms. Robertson's grade and attendance records for ENG 350-10 (see Attachment 4) show that Ms. Robertson applied the syllabus policy fairly and accurately to Mr. Demekpe's performance.

Mr. Demekpe's has maintained that other students made many more grammatical errors than he did on their papers but they received higher grades. There are, however, many factors that go into determining a final grade and the number of sentence-level errors is certainly not the only consideration, nor is it necessarily the only important one. Quality of analysis, depth of engagement, organization of thought, and many other elements contribute to a final grade and can be valued more highly by an instructor than grammatical correctness. I note that Ms. Robertson's written comments to Mr. Demekpe center on grammatical issues as well as on the accuracy of his observations and the quality and depth of his writing.

Based on these many factors, I am unable to support Tarikh Demkpe's request for a grade appeal.

Please contact me at [hoesterheld@csudh.edu](mailto:hoesterheld@csudh.edu) or at x3322 with further questions or concerns about this matter.

CSU000291

Tarikh Demekpe  
1410 E. 41<sup>st</sup> street Apt #9  
Los Angeles, Ca 90011  
Phone # 323-750-5442

June 15, 2010

Dear Members of the Board

I am appealing my final grade in Ms. Robertson's English 350 class, due to attendance discrepancies and poor grading methods.

I attended class regularly and in a timely manner, on rare occasions, I was late, and Ms. Robertson refused to let me sign the attendance sheet, therefore marking me absent, which is contrary to her syllabus attendance policy and University policy. My assignments were well written, organized and lengthy, but unfairly graded. My appeal is based on poor judgment, not racial prejudice, Neither Ms. Robertson nor the Department chair were able to provide a legitimate answer of why I received a no credit grade. The members of the board must intervene to settle this matter.

I worked too hard throughout the semester to receive a no credit grade I did not earn. I compared my papers to other student's papers in my class and mine were as just as good, if not better. I have classmates from English 350, who are willing to testify and provide evidence. A grade appeal is necessary, because there are serious flaws in Ms. Robertson grading and attendance methods. I am requesting that all of my assignments be evaluated by the board. I cannot receive my degree until this matter has been resolved. Thank you for considering my request.

Sincerely,

Tarikh Demekpe  
Student # 104722956

CSU000289

---

**From:** Tarikh Demekpe [<mailto:tdemekpe@toromail.csudh.edu>]  
**Sent:** Tuesday, August 17, 2010 2:33 PM  
**To:** Jorge A. Escamilla  
**Subject:** Hus 460

It's shame how you manipulated my grade and gave special priveleges to your people (mexicans) I have witnesses to support my claim, and to be honest I dont care about the 5 points to get a C grade when I should've gotten a B grade I'm going to file a discriminaton complaint on you because your racist, unfair, arrogant and a liar and I am going to let everyone know I have worked too hard in that class to let you cheat me out of a grade. I hope Ginger nor the dean of the school do not do anything, because the higher I take this the better chance I will have of getting you fired. You dont deserve to teach, you dont have any Human services experiences.

---

**From:** Ginger Wilson  
**Sent:** Wednesday, August 18, 2010 10:30 AM  
**To:** Tarikh Demekpe  
**Subject:** RE: Hus 460

I'm here today until noon. I'll be here tomorrow from 10 – noon.

---

**From:** Tarikh Demekpe [<mailto:tdemekpe@toromail.csudh.edu>]  
**Sent:** Tuesday, August 17, 2010 1:42 PM  
**To:** Ginger Wilson  
**Subject:** Hus 460

Hello ginger I need to talk to you about Escamilla, when are you going to be in your office



---

**From:** Tarikh Demekpe [<mailto:tdemekpe@toromail.csudh.edu>]  
**Sent:** Thursday, August 19, 2010 6:10 PM  
**To:** Jorge A. Escamilla  
**Subject:** Re: Hus 460

i went to student affairs and got the discrimination complaint forms, everyone in the office were eager to know who im filing the complaint on. your discriminations methods are going to be your downfall,your going to be terminated, and youll never be able to work at a cal state or uc university ,the only way you can wake up from this bad dream is by doing the right thing giving me the grade that i deserve. it was wrong for you to use race to eliminate and discourage me from pursuing my education. discrimination is a very serious matter your not going to be suspended nor demoted , but fired. you have until tomorrow

**From:** Jorge A. Escamilla  
**Sent:** Thursday, August 19, 2010 11:29 PM  
**To:** Ginger Wilson  
**Cc:** Anupama Joshi  
**Subject:** FW: Hus 460

FYI

I have until tomorrow to do "the right thing."

---

**From:** Tarikh Demekpe [tdemekpe@toromail.csudh.edu]  
**Sent:** Thursday, August 19, 2010 6:10 PM  
**To:** Jorge A. Escamilla  
**Subject:** Re: Hus 460

i went to student affairs and got the discrimination complaint forms, everyone in the office were eager to know who im filing the complaint on. your discriminations methods are going to be your downfall,your going to be terminated, and youll never be able to work at a cal state or uc university ,the only way you can wake up from this bad dream is by doing the right thing giving me the grade that i deserve. it was wrong for you to use race to eliminate and discourage me from pursuing my education. discrimination is a very serious matter your not going to be suspended nor demoted , but fired. you have until tomorrow

---

**From:** Jorge A. Escamilla  
**Sent:** Monday, August 23, 2010 4:49 PM  
**To:** Anupama Joshi  
**Cc:** Ginger Wilson  
**Subject:** Updated Student Incident Report

Anupama,

I have updated the student incident report to include today's recent events.

Please let me know if you need any clarification or more details.

Jorge Escamilla, M.S.  
MEPN Faculty Advisor/Clinical Coordinator  
School of Nursing  
California State University Dominguez Hills  
1000 East Victoria St.  
Carson, CA 90747  
310.243.2711  
310.516.3542 Fax



Save a Tree - please don't print this unless you really need to.

On August 17, 2010 I met with Taryikh Demekpe a Human Services student registered in my Human Services 460 Research Methods for Human Services to discuss his grade. He had reviewed his grade on BlackBoard and noticed that even if he received full points for his last assignment (3<sup>rd</sup> literature review) he would fail the course a second time. He was upset at the news of failing the class a second time and tried to strike several "deals" with me. He asked to be given the opportunities of re-writing his literature reviews or re-doing other assignments. I informed him that if I gave him this opportunity I would have to extend it all the students in class. His response was that they did not need it, because they all got "A's". I explained to Mr. Demekpe that he did not follow instructions for the literature reviews, his constant tardiness, and none participation in class was what brought his grade down. At that point he made a comment that "knew of other things", but did not explain what that meant.

I took the time to grade his 3<sup>rd</sup> literature review in front of him and explained the errors. He became distant at that point. Once I finished grading his paper I informed him of the grade he earned on it and his total points for the class. He was not satisfied with his grade and stated he would appeal it.

At that point I did notify Mr. Demekpe of his right as a student to appeal his grade. I advised him to speak with Ms. Wilson, Coordinator Human Services Program, and if need be I would also meet with both of them at a later time at same day. At that point he got up from his chair and started to approach other faculty members asking them if they were my boss.

At 2.33pm that same day he sent me an e-mail claiming that I discriminated against him based on race gave special privileges to my people (Mexicans) and that he was going to file a discrimination complaint. He claims to have earned a "B".

On August 18, 2010 Mr. Demekpe met with Ms. Wilson and as he was walking down the hall between the Dean's Office and Ms. Wilson's office, he was making negative comments under his breath toward me. I choice to ignore him.

Ms. Wilson called me to her office where Mr. Demekpe was sitting. He immediately started yelling at me claiming that I showed favoritism toward the Mexicans in class. Ms. Wilson asked him to stop and focus toward the matter at hand. Mr. Demekpe stated that I graded his papers, presentations, and other assignments unfairly. Ms. Wilson asked him if other faculty members were present at the time his presentation and if they knew what the grading criteria was. He stated "no." Ms. Wilson also asked him the same question in regards to his other assignments.

Mr. Demekpe continued by stating that I allowed selected students to rewrite assignments for higher grades. At that point I stated that I asked the entire class to rewrite their 1<sup>st</sup> literature review as an exercise, not for additional points. It was at this moment that he started to become verbally abusive and started to use profane language toward me. Ms. Wilson asked him to stop, but he continued. As the situation started to escalate Ms. Wilson asked him to leave, but even as he left he continued swearing at me. As he

walked out the door he made one last comment that not passing him and “giving” him a failing grade was the least of my worries and that it would be nothing compared to Springfield College.

The following day, August 19, 2010 6:10 pm I received an e-mail from Mr. Demekpe informing me that he has gone to Student Affairs for the discrimination complaint forms. He also gave me the deadline of August 20<sup>th</sup>, 2010 to submit a passing grade for him.

Submitted August 20, 2010  
Jorge Escamilla  
Lecturer

August 23, 2010 2:50 PM

Mr. Demekpe came by to see and stated that tomorrow is the deadline to submit summer grades. He then asked me if I was going to do the right thing. I said to him that I was not ready to discuss the matter further in light of last week's unfortunate meeting. He started to curse at me again and stated he was going to get me fired, not demoted, but fired. I asked him to leave and he responded by saying “I am not in your office.” He was standing outside in the hallway. He continued to curse and speak in a loud tone. I asked him to again please leave and if he did not I would call campus police. He then said “Go ahead, you don't own this University” and left after cursing a few more times.

3:57 PM

Mr. Demekpe came looking for me again. I opened the hall door of entrance 330 and found Mr. Demekpe pacing by the receptionist desk. He handed me “Form for Student Initiated Complaint of Discrimination or Harassment” and stated, “You have until tomorrow.” Then he walked away.

I was informed by Ms. Jackson-Harris that he approached her again asking who my boss is and what time I would return to my office. She has repeatedly told him that she is not my boss and referred him to Ms. Wilson.

Submitted August 23, 2010  
Jorge Escamilla  
Lecturer

CSU000261

[REDACTED]

---

**From:** Tarikh Demekpe [tdemekpe@toromail.csudh.edu]  
**Sent:** Friday, August 27, 2010 1:34 AM  
**To:** Anupama Joshi  
**Subject:** grade appeal  
**Attachments:** aug 27 grade appeal.doc

Tarikh Demekpe  
1410 E. 41<sup>st</sup> street Apt #9  
Los Angeles, Ca 90011  
Phone # 323-750-5442

Dear Members of the Board

I am appealing my final grade in Mr. Escamilla's Human Services 460 class, due to attendance discrepancies and poor grading methods.

I have taken Mr. Escamilla's class Human Services 460 twice and I fully understand the methods of research. The first time I took the class was during the spring of 2010. The grades I earned were good, but he failed me because I accidentally emailed him the wrong paper. I asked Mr. Escamilla if I can email him the correct paper, but he said "no it's too late I will see you next semester." Mr. Escamilla is unfair, arrogant and a liar, because he accepts late work from students he favors, and threatens students with failing grades. I was very sad I had to retake his class during the summer session of 2010 because he is the only one who teaches it.

I turned in all of my assignments on time and I attended class regularly. I feel that he gave me low scores on my assignments, because I inquired about others who turned in their assignments late. I worked too hard throughout the spring and summer semesters to receive D grades I did not earn. A grade appeal is necessary, because there are serious flaws in Mr. Escamilla's grading and attendance methods. I am requesting that all of my assignments be evaluated by the board. I cannot receive my degree until this matter has been resolved. Thank you for considering my request.

Sincerely,

Tarikh Demekpe  
Student # 104722956

Tarikh Demekpe  
1410 E. 41<sup>st</sup> street Apt #9  
Los Angeles, Ca 90011  
Phone # 323-750-5442

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Sincerely,

Tarikh Demekpe  
Student # 104722956

RECEIVED  
8-27-2010

CSU000007



**From:** Tarikh Demekpe [tdemekpe@toromail.csudh.edu]  
**Sent:** Saturday, August 28, 2010 3:34 AM  
**To:** Anupama Joshi  
**Subject:** Re: grade appeal

im going to submit additional information and thanks for being patient

On Fri, Aug 27, 2010 at 10:44 AM, Anupama Joshi <[ajoshi@csudh.edu](mailto:ajoshi@csudh.edu)> wrote:

Dear Mr. Demekpe,

Thank you for sending your grade appeal. The procedures for grade appeal are outlined at <http://www.csudh.edu/pms/PMs/96-02.shtml> and will be followed to help resolve the matter as soon as possible.

Best,

Anupama Joshi

Anupama Joshi, PhD

Acting Director

School of Health and Human Services

California State University, Dominguez Hills


1000 East Victoria Street WHA-310K

Carson, CA 90747

Tel : (310) 243-1003

Fax : (310) 516-3542



  
**From:** Tarikh Demekpe [tdemekpe@toromail.csudh.edu]  
**Sent:** Friday, September 03, 2010 1:55 PM  
**To:** Anupama Joshi  
**Subject:** you can start the appeal procedures  
**Attachments:** joshi.doc

I had no control over the grades I received in Mr. Escamilla Human Services 460 class. It is apparent he retaliated against me by giving me poor grades. I used the same format and guidelines for each assignment for the spring and summer semesters listed below, but I received different grades.

**Spring 2010 grades**

Meeting 5/5

Methodology 9.5/10

1<sup>st</sup> literature review 3/5

2<sup>nd</sup> literature review 7/10

Specialty text 9/10

Virtual presentation 19/20

Participation 8/10

Revise 1/15

3<sup>rd</sup> literature review 1/15

**Summer 2010 grades**

Meeting 5/5

Methodology 7/10

1<sup>st</sup> literature review 1/5

2<sup>nd</sup> literature review 6.5/10

Specialty text 12/15

Virtual presentation 15/20

Participation 6/10

Final 4.5/10

3<sup>rd</sup> literature review 12/15

CSU000130

I had no control over the grades I received in Mr. Escamilla Human Services 460 class. It is apparent he retaliated against me by giving me poor grades. I used the same format and guidelines for each assignment for the spring and summer semesters listed below, but I received different grades.

**Spring 2010 grades**

Meeting 5/5  
Methodology 9.5/10  
1<sup>st</sup> literature review 3/5  
2<sup>nd</sup> literature review 7/10  
Specialty text 9/10  
Virtual presentation 19/20  
Participation 8/10  
Revise 1/15  
3<sup>rd</sup> literature review 1/15

**Summer 2010 grades**

Meeting 5/5  
Methodology 7/10  
1<sup>st</sup> literature review 1/5  
2<sup>nd</sup> literature review 6.5/10  
Specialty text 12/15  
Virtual presentation 15/20  
Participation 6/10  
Final 4.5/10  
3<sup>rd</sup> literature review 12/15

RECEIVED  
9-3-2010

CSU000008

[REDACTED]

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**From:** Tarikh Demekpe [tdemekpe@toromail.csudh.edu]  
**Sent:** Monday, September 13, 2010 8:12 PM  
**To:** Anupama Joshi  
**Subject:** Fwd: Letter  
**Attachments:** tarikh-ltr.docx

----- Forwarded message -----

**From:** Celeste Wilson <cwilson83@toromail.csudh.edu>  
**Date:** Sun, Sep 12, 2010 at 8:10 PM  
**Subject:** Letter  
**To:** Tarikh Demekpe <tdemekpe@toromail.csudh.edu>

Tarikh,

You need to file out the on-line application for the Children's Social Worker Trainee position.

The closing date is October.

Peace,

September 13, 2010

To Whom It May Concern:

I am an alumna from California State University, Dominguez Hills, class of 2010.

In the summer of 2009, I was enrolled in Jorge Escamilla's Human Services Research Methods-460 class. During that time, Mr. Escamilla, offered extra credit (5 pts) to his students. I thought that was very generous of him because not only he gave use the opportunity to earn extra points but he allow us to express our critical thinking.

Please feel free to contact me if you have any questions.

Sincerely,

Celeste Wilson  
(323) 535-4463

CSU000128

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**From:** Ginger Wilson [gwilson@csudh.edu]

**Subject:** FW:

**Attachments:** Demekpe Appeal.doc; Summer Final.docx; HUS 460 Research Methods Summer 2010.rtf

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**From:** Jorge A. Escamilla

**Sent:** Friday, September 17, 2010 12:34 PM

**To:** Ginger Wilson

**Cc:** Anupama Joshi

**Subject:**

Please review my response to the grade appeal and advise if additional information is required.

Thank you

Jorge Escamilla, M.S.  
MEPN Faculty Advisor/Clinical Coordinator  
School of Nursing  
California State University Dominguez Hills  
1000 East Victoria St.  
Carson, CA 90747  
310.243.2711  
310.516.3542 Fax



Save a Tree - please don't print this unless you really need to.

I have received Mr. Demekpe's grade appeal request. He is unclear in his letter as to which semester HUS 460 grade he is appealing. However, having spoken to Mr. Demekpe regarding his summer grade I will address his summer grade. Mr. Demekpe makes two points: (a) submitting late assignments; and (b) attendance policy. I will address both points separately.

During the summer term Mr. Demekpe did not submit late assignments; all assignments were turned in by the deadlines. He submitted assignments that were below the average requirements, not in APA format, incomplete assignments, or not following the prompts. According to the syllabus page 3 2<sup>nd</sup> paragraph, late assignments will not be accepted. Make-up exams are given in rare instances as a result of extreme circumstances.

I had asked all students to rewrite their first literature review as a take home exercise. However, no points were assigned for the rewrite. Extra credit was not an option. All class assignments were individual.

His second concern is attendance. The syllabus states the attendance policy on page 4. Students who leave class early will not receive credit for attendance. Students arriving more than five (5) minutes late will not receive full credit for attendance. Two tardies will equal one absence.

Mr. Demekpe was absent on the following days June 7, June 28, July 26 and late on the following days August 2, August 9 and August 16. Students with 3-4 absences receive 3 out of 5 points for attendance. Toward the end of the summer session Mr. Demekpe would walk in 30-45 minutes late to class.

Mr. Demekpe did not participate in class either by asking questions or contributing additional information. When he was in class he would come unprepared; he would not have his books nor take notes. He sat in the front row, so I was able to observe him.

The following are Mr. Demekpe's grades for all assignments:

Topic Meeting 5/5  
First Literature Review 1/5  
Article Methodology Review 7/10  
Second Literature Review 6.5/10  
Specialty Text Presentation 12/15  
Participation 3/5  
Attendance 3/5  
Poster Presentation 15/20  
Third Literature Review 12/15  
Final 4.5/10

Total Points and grade 69 D+

Respectfully submitted

Jorge Escamilla, M.S.  
Human Services Lecturer



Name: \_\_\_\_\_

**Final for Research Methods: HUS 460**

**Summer 2010**

1. What is the IRB?
2. What are the two (2) methods learned in this class? Identify their inquiries.
3. Define ontology.
4. Define epistemology.
5. What are the world views used in quantitative research?
6. What are the world views used in qualitative research?
7. Name the two (2) variables emphasized in this course. Define them and identify where they are placed.
8. What are the four (4) theoretical orientations or theories and which method of research do they apply to?

Name: \_\_\_\_\_

9. Element is to \_\_\_\_\_ research, as variables are to \_\_\_\_\_ research.
10. The minimum characters needed for a block quote are \_\_\_\_\_. The maximum characters in a header are \_\_\_\_\_. The range of words in an abstract are \_\_\_\_\_ and \_\_\_\_\_.
11. What is the purpose of conducting a literature review?
12. From the information given, write the reference as it would be listed on a reference page.

Wandering Behavior in Veterans with Psychiatric Diagnosis Residing in Nursing Homes

2008

Victor Molinari

Ladislav Volicer

Lisa Brown

Lawerence Schnfield

Springfield, NY

International Journal of Geriatric Psychiatry

23, 748-753

**COURSE SYLLABUS**  
**HUS 460 Research Methods in Human Services**  
**Spring 2010**  
**Monday 5:30pm-8:45pm**

**Instructor:** Jorge Escamilla, M.S

**Contact Information:**

Office Hours: Monday 1:00-5:00pm or by appointment  
Email: Jescamilla@csudh.edu

**Office Location:** Welch Hall 330-K

**Prerequisite:** Undergraduate statistics course or equivalent, HUS 300

**Course Description:** Overview of research methods in human services, including study design, sampling, data collection and analysis, statistical techniques, report writing and literature review. Critical analysis of published human services research. examination of relevance of data to decision-making and evaluation of programs and practices within the human services profession will also be explored.

**Course Goals:**

At the conclusion of this course, students will be able to:

1. Understand basic research methods used in human services and their application;
2. Use analytic skills regarding protection of human subjects issues in human services research
3. Access and select scholarly literature in human services journals relating to a specific theme or issue
4. Conduct research-based needs assessment.
5. Apply the logic of scientific method.
6. Describe the purposes of research
7. Apply standards for research on human subjects.
8. Describe the role of theory and conceptual frameworks in research.
9. Formulate research questions and hypotheses.

10. Assess the validity and reliability of measurement instruments.
11. Apply and assess the efficacy of standard research designs, including experimental and quasi-experimental, population, survey, program evaluation, case example, focus group, and expert panel.
12. Apply non probability and probability sampling designs, including simple random, systematic random, stratified random, cluster, and multi-stage.
13. Construct and administer questionnaire and interview instruments.
14. Apply quantitative and qualitative analyses using appropriate statistical and content techniques.
- 15 Critique published research for implications of bias.

**Required Textbooks:**

Creswell, W. John., Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 2nd Edition

Graff, G., Birkenstein, C., They Say, I Say: The Moves That Matter in Academic Writing, 2006, Norton

Publications Manual of Style (sixth edition), American Psychological Association: Washington D.C., 2<sup>nd</sup> Printing

*Also recommended is APAStyle.org for writing style rules.*

*Students are required to have a dictionary, thesaurus, and basic grammar book. These can be purchased at the CSUDH bookstore.*

*Supplemental required readings will be distributed in class or placed on reserve in the library. It is recommended that students make photocopies of those readings on reserve in the library.*

**Requirements for Evaluation of Learning:**

The course requirements include examinations, *writing assignments*, oral presentations, and literature review. The literature review is 27 pages in length and will be assessed based on organization of thought and clarity of expression, criticism and assessment of related research in professional journals, problem identification, question formulation, application of the research process, operationalizing variables, synthesis of specific components of the research process, and a culminating oral presentation.

Participation is required of all students at each class meeting; therefore, it is important that students come to class prepared to discuss the assigned readings and to participate in cooperative learning exercises.

Assignments must be completed on time (see schedule) and submitted in APA format. **Late assignments will not be accepted.** If any student e-mails any assignment, it must be received by the end of class, 9:45pm. Make-up exams are given in rare instances and as a result of extreme circumstances.

The instructor must be given prior notice of an absence if the absence occurs on the day of an exam or assignment. A doctor's note may be required. **Note: All examinations and assignments must be completed to receive a passing grade. Some assignments may not be made up.**

Research question or hypothesis	Approval of Instructor Required
<i>Attendance</i>	5 pts
Participation	5 pts
One meeting with instructor to discuss term paper	5 pts
<i>Literature Review writing assignments</i>	
<b>First</b> Literature Review 4 pages	5 pts
<b>Second</b> Literature Review 5 pages	10 pts
<b>Third</b> Literature Review 6 pages	15 pts
Methodology	10 pts
Virtual Poster Presentation	20pts
 Oral presentation of Specialty Text with <i>Powerpoint</i>	 15 pts
 Final	 <u>10 pts</u>
 Total	 100 pts

### **Grading:**

The following distribution is used to assign grades.

94-100	=	A
90-93.9	=	A-
87-89.9	=	B+
84-86.9	=	B
80-83.9	=	B-
77-79.9	=	C+
<b>74-76.9</b>	<b>=</b>	<b>C</b>
70-73.9	=	C-
67-69.9	=	D+
63 -66.9	=	D

60-63.9 = D-  
59.9 or less = F

**A "C" is required in each Human Services course. Students who receive a grade less than a C (74%) are required to repeat the course.**

**Attendance Policy:**

*It is crucial that students attend ALL class meetings, however, one absence is permitted without a penalty. Points are not given for the first class meeting or the class meeting at which you are making your presentation. Attendance at the presentations is mandatory. Students who leave class early will not receive credit for attendance.*

**Students arriving more than five (5) minutes late will not receive full credit for attendance. Two tardies will equal one absence.**

*Students are responsible for any course content missed due to an absence, including any changes in the course schedule. Students are strongly encouraged to exchange telephone numbers and other pertinent contact information with at least two other classmates. In the event of an absence, students should contact those classmates to obtain missed course content.*

*It is the responsibility of the student to inform the instructor of any absences.*

**Additional Requirements:**

*Students are expected to:*

- *arrive at class on time;*
- *turn off all electronic devices during class time;*
- *access their Dominguez Hills email regularly to receive communications from the instructor and classmates;*
- *know or learn Blackboard in order to complete selected class assignments;*
- *engage in the learning process by contributing to class discussions; and*
- *respect the instructor and fellow classmates.*

### **Academic Integrity and Plagiarism:**

The University and Division of Human Services have strict rules regarding cheating and plagiarism. Any student who cheats on an examination will automatically fail the course. Further action at the University level may also be taken. Any student who plagiarizes any part or all of a paper will be given a fail for the assignment and/or the course. The subject of what constitutes plagiarism will be discussed in class. For further information regarding cheating and plagiarism, refer to the University Catalog.

### **Americans with Disabilities Act:**

CSUDH adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with temporary and permanent disabilities. If you have a disability that may adversely affect your work in this class, you are encouraged to register with Disabled Student Services (DSS) and to talk to the instructor about your particular needs. All disclosures of disabilities will be kept strictly confidential. Note: no accommodation can be made until you register with DSS in WH B250. For information or to use the Telecommunication Device for the Deaf, please refer to the University Catalog.

### **Tentative Course Schedule**

<b>Date</b>	<b>Topic</b>
June 7 <b>Week 1</b>	Overview of Course Introduction to APA The Selection of a Research Design (Ch. 1)
June 14 <b>Week 2</b>	Review of the literature (Ch. 2)
June 21 <b>Week 3</b>	<b>Computer Lab-Researching Literature</b>
June 28 <b>Week 4</b>	Qualitative Procedures (Ch. 9)
July 5 <b>Week 5</b>	Quantitative Methods (Ch.8) <b>First Literature Review</b>

July 12  
**Week 6**    **Methodology**  
**Computer Lab-Researching Literature**

July 19  
**Week 7**    The Use of Theory (Ch. 3)  
***Specialty Text Presentation/Powerpoint***

July 26  
**Week 8**    Writing Strategies and Ethical Considerations (Ch. 4)  
**Second Literature Review**  
***Specialty Text Presentation/Powerpoint***

Aug 2  
**Week 9**    The Introduction (Ch. 5)  
***Specialty Text Presentation/Powerpoint***  
***Computer Lab –IRB Cert (HOME)***

Aug 9  
**Week 10**   The Purpose Statement (Ch. 6)  
**Poster Presentation**

Aug 16  
**Week 11**   Research Questions and Hypotheses (Ch. 7)  
**Poster Presentation**  
**Final Due**



I have received Mr. Demekpe's grade appeal request. He is unclear in his letter as to which semester HUS 460 grade he is appealing. However, having spoken to Mr. Demekpe regarding his summer grade I will address his summer grade. Mr. Demekpe makes two points: (a) submitting late assignments; and (b) attendance policy. I will address both points separately.

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Participation 3/5  
Attendance 3/5  
Poster Presentation 15/20  
Third Literature Review 12/15  
Final 4.5/10

Total Points and grade 69 D+



Respectfully submitted

Jorge Escamilla, M.S.  
Human Services Lecturer

CSU000010

**PROOF OF SERVICE**  
**Demekpe v. Board of Trustees of the California State University**  
**U.S. District Court Case No.: CV11-1177 DDP (MLG)**  
**OGC No.: 11-0186**

I, Jason T. Taylor, declare as follows:

I am employed in the County of Los Angeles, State of California. I am at least 18 years old, and not a party to this action. I am an employee of California State University, Office of General Counsel, whose business address is 401 Golden Shore, 4th Floor, Long Beach, CA 90802-4210.

On **October 17, 2011**, I served the document described as **DEFENDANT CSU'S EXHIBITS IN SUPPORT OF MOTION FOR SUMMARY JUDGMENT [VOLUME I – EXHIBITS 1 – 25]** on the interested parties in this action as follows:


Tarikh Demekpe  
688 Caliburn Drive, #24  
Los Angeles, CA 90001

Plaintiff *In Pro Per*  
[tdemekpe@toromail.csudh.edu](mailto:tdemekpe@toromail.csudh.edu)  
Tel: (323) 572-1774

☒ **BY MAIL—COLLECTION BOX:** I placed each document in a sealed envelope with postage fully prepaid, in the California State University Office of General Counsel's mail collection box in Long Beach, California, so that following ordinary business practices, the envelope would be collected and mailed on this date. I am readily familiar with this office's business practice for collection and processing of mail. In the ordinary course of business, each document would be deposited with the United States Postal Service on that same day.

☒ **BY E-MAIL:** I served each document on the parties by emailing each document in PDF format to each email address listed above. Each e-mail was successfully sent via CSU's email server.

Signed on October 17, 2011, at Long Beach, California. I declare under penalty of perjury under the laws of the State of California that this declaration is true and correct.

  
\_\_\_\_\_  
Jason T. Taylor